DOCUMENT RESUME

ED 221 870 CS 207 195

TITLE Language Arts K-12. A Goal Directed Approach for Educational Programs. Program Goals, Grade and Course Level Objectives, Learning Outcomes.

INSTITUTION Boulder Valley School District RE-2, Boulder, Colo.

PUB DATE Dec 80

NOTE 616p.

AVAILABLE FROM Boulder Valley School District Re-2J, 6500 East Arapahoe, P. O. Box 9011, Boulder, CO 80303 ($9.00).

EDRS PRICE MF03/PC25 Plus Postage.

DESCRIPTORS *Behavioral Objectives; Course Descriptions; Curriculum Development; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; *Language Arts; Library Skills; Listening Skills; Reading Skills; Writing Skills

ABSTRACT

Based upon the concept that each step in the development of an educational program for students is directed toward a known goal, this detailed curriculum guide provides program goals, grade and course level objectives, and learning outcomes in language arts for kindergarten through grade 12. The prefatory section of the document briefly presents the philosophy behind the program, its goals, and its rationales on the elementary, middle, and senior high levels. The three main chapters of the document provide detailed outlines of the courses on each of these three levels. The chapter concerning elementary language arts also contains the curriculum guide for the program's library media skills component for all grades. (JL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED221870

A GOAL DIRECTED APPROACH for EDUCATIONAL PROGRAMS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

LANGUAGE ARTS

K-12

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Boulder Valley
School District
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Program Goals, Grade and Course Level Objectives, Learning Outcomes

CS 207 195

Boulder Valley School District Re2J
Boulder, Colorado
December, 1980

BOARD OF EDUCATION

Mrs. Virginia Patterson	President
Dr. Frederick Bierhaus	Vice President
Mr. Dominic Ferrera	Treasurer
Mrs. Thelma Banschbach	Member
Mrs. Elizabeth Bramhall	Member
Mr. James D. Copeland	Member
Mr. John Wood	Member

ADMINISTRATIVE OFFICERS

Dr. Barnard D. "Pat" Ryan	Superintendent of Schools
Dr. B. Keith Chambers	Deputy Superintendent for Educational Services
Mr. Melvin L. Wiesley	Assistant Superintendent for Elementary Education
Mr. James R. Williams	Assistant Superintendent for Secondary Education
Mr. Robert E. Ellsperman	Executive Director of Instructional Services
Dr. LaPrelle Martin	Director of Evaluation and Pupil Personnel Services

6500 East Arapahoe, Boulder, Colorado 80303, (303) 447-1010
P.O. Box 9011

Boulder Valley School District Re2J
Boulder, Colorado

LANGUAGE ARTS
K-12

Leadership Personnel

Mr. Noel Pazour
Content Area Resource Teacher
Elementary Level

Ms. Margaret Sacksteder
Content Area Resource Teacher
Middle Level

Ms. Carole Matthews
Content Area Resource Teacher
Senior High Level

December, 1980

MASTER TABLE OF CONTENTS

A Goal Directed Approach to Educational Program Improvement iii

Goals of Education in the Boulder Valley Public Schools iv

Curriculum and Instruction Model for Accountability v

Language Arts Curriculum Development Process vi

Language Arts Program Level Goals vii

K-12 Language Arts Rationale viii

Elementary Language Arts Rationale ix

Middle Level Language Arts Rationale xi

Senior High Language Arts Rationale xiii

Elementary Table of Contents 3

Middle Level Table of Contents 194

Senior High Table of Contents 301

A GOAL DIRECTED APPROACH TO EDUCATIONAL PROGRAM IMPROVEMENT

The Goals of Education in the Boulder Valley School District were adopted in August, 1972, and reaffirmed in October, 1979. These eleven goals serve as a guide for curriculum developed in the current curriculum development cycle.

The plan for program development in the Boulder Valley School District, approved by the Board of Education on April 26, 1976, called for the "continuous, systematic improvement and monitoring of the District Educational Program for students." The Curriculum Development Cycle and the Accountability Model were developed in response to this charge. They were approved by the Board of Education in June, 1977.

The objective of the Curriculum Development Cycle was to prepare by December, 1980, program goals, grade level and course objectives, and learning outcomes for the twelve major subject areas: art, business, foreign language, health, home economics, industrial arts, language arts, math, music, physical education, science, and social studies.

The development of the curriculum guides is a major function of the Instructional Services Division, Robert Ellsperman, Executive Director. Procedures for development and the format of the guides were managed by Dr. Allen Buckner, Curriculum Specialist. Strategies for defining program goals, objectives, and learning outcomes varied by discipline, but in all subject areas the development was carried out under the leadership of the Content Area Resource Teachers and the Representative Councils. The common guide for development and specification of goals and objectives was the District statement of Educational Goals.

The strength of this goal directed approach to educational program improvement comes also from the widespread and continuous involvement of teachers in development of the curriculum. The financial support that made such professional participation possible is indicative of the high priority accorded program improvement in the Boulder Valley School District.

BOULDER VALLEY SCHOOL DISTRICT NUMBER RE2
Boulder, Colorado

GOALS OF EDUCATION IN THE BOULDER VALLEY PUBLIC SCHOOLS

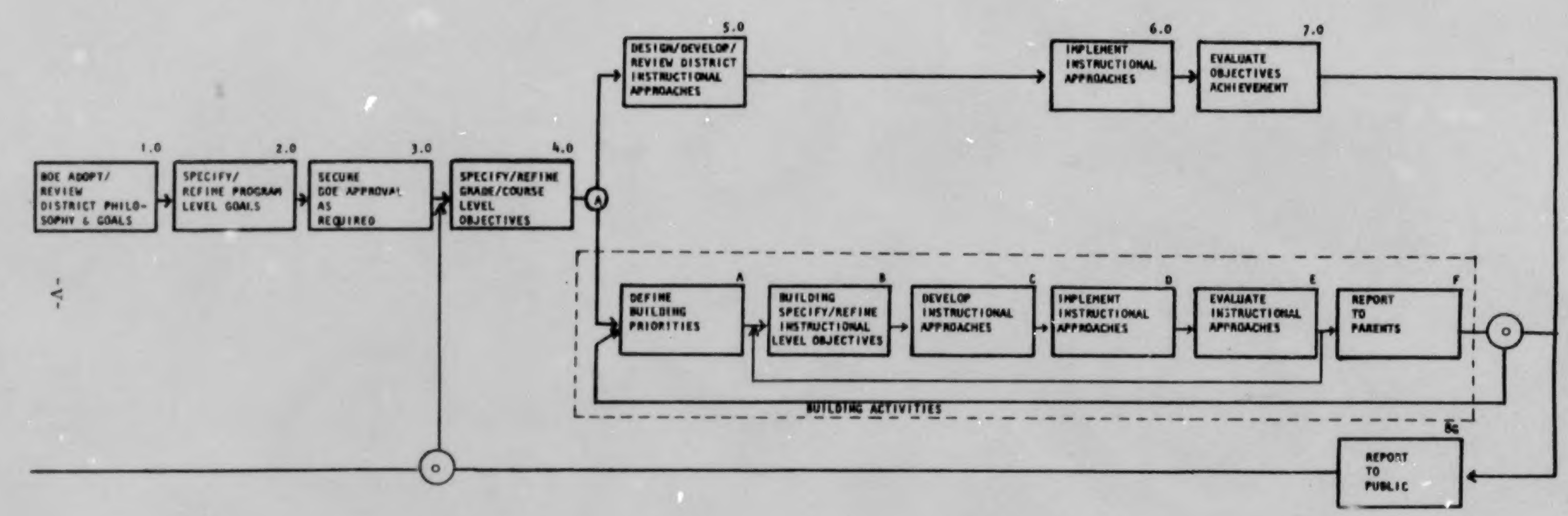
The goals of education in the Boulder Valley Public Schools are to help each student:

1. Acquire the fundamental tools of learning--reading, writing, mathematics, speaking, listening and observing.
2. Develop a positive attitude toward learning and the desire and ability to continue learning throughout one's life.
3. Achieve excellence in the development of unique talents and abilities to the extent of individual capacity.
4. Experience appropriate learning environments which will encourage curiosity, excite a sense of exploration and provide the means and time to explore.
5. Develop, in cooperation with the home and community, a personal value system including a sense of integrity and morality leading to a mature personality.
6. Acquire the basic knowledge necessary for good health and safety and develop understandings, attitudes and skills for a satisfying and healthful utilization of leisure time throughout life.
7. Recognize and understand the strengths and weaknesses of one's own and other cultures and the significance of the family in society.
8. Develop the skills, knowledge and attitudes to function effectively and productively in the world of work.
9. Understand the meaning and significance of the economic, political and social systems in our society.
10. Develop a respect for self and others.
11. Develop a knowledge and understanding of world resources and a recognition of responsibility to care for the environment.

August, 1972

Reaffirmed by the
Board of Education
October 25, 1979

CURRICULUM AND INSTRUCTION MODEL FOR ACCOUNTABILITY


1.0
BOE ADOPT/ REVIEW DISTRICT PHILOSOPHY & GOALS
2.0
SPECIFY/ REFINE PROGRAM LEVEL GOALS
3.0
SECURE BOE APPROVAL AS REQUIRED
4.0
SPECIFY/REFINE GRADE/COURSE LEVEL OBJECTIVES
A
5.0
DESIGN/DEVELOP/ REVIEW DISTRICT INSTRUCTIONAL APPROACHES
6.0
IMPLEMENT INSTRUCTIONAL APPROACHES
7.0
EVALUATE OBJECTIVES ACHIEVEMENT
A
DEFINE BUILDING PRIORITIES
B
BUILDING SPECIFY/REFINE INSTRUCTIONAL LEVEL OBJECTIVES
C
DEVELOP INSTRUCTIONAL APPROACHES
D
IMPLEMENT INSTRUCTIONAL APPROACHES
E
EVALUATE INSTRUCTIONAL APPROACHES
F
REPORT TO PARENTS
BUILDING ACTIVITIES
8G
REPORT TO PUBLIC

Rev. 5 06-08-77

LANGUAGE ARTS CURRICULUM DEVELOPMENT PROCESS

A "Goal Directed Approach for Educational Programs" is based upon the concept that each step in the development of an educational program for students is directed toward a known goal. The goal directed approach implies that curricular and instructional benchmarks can be developed and evaluated in terms of goal direction and observed movement toward goal attainment.

The program goals for Language Arts were approved by the Board of Education on November 29, 1979. These program goal statements are referenced to corresponding district goals. Grade level and course objectives are, in turn, referenced to appropriate Language Arts program goals. This referencing procedure, from district goals to program goals to grade level/course objectives, provides a logic for organizing the curriculum.

Grade and course level objectives are stated as learning outcomes and are defined for Language Arts in this "Goal Directed Approach for Educational Programs." The primary purposes of these objectives are to provide sources of teaching/learning expectations to serve as communication references for students, teachers, administrators, parents and public as well as to serve as guides for instruction. These grade and course level objectives also provide a blueprint for articulation among grades and schools. The learning outcomes defined are district expectations for each grade level or course. However, specific teaching/learning strategies are the responsibilities of individual teachers. All courses of study will relate directly to the program goals; the curriculum for each grade or specific course will relate directly to the respective objectives.

The process employed to design the grade and course level objectives was based on the recognized need for and value of a broad base of teacher participation. Under direction of the Content Area Resource Teachers, the Language Arts Steering Committee and the Representative Councils, writing teams were organized to design curriculum at the respective levels. Draft copies were circulated for comments to appropriate principals and Language Arts teachers. Writing teams reviewed the comments, revised the objectives, outcomes and descriptions, where necessary, and readied the document for final review by the Content Area Resource Teachers and Curriculum Specialist.

Boulder Valley Schools

LANGUAGE ARTS
K-12 PROGRAM LEVEL GOALS

THE PROGRAM LEVEL GOALS FOR LANGUAGE ARTS ARE BASED ON THE DEFINITION OF LANGUAGE ARTS AS COMMUNICATION THROUGH WRITING, READING, SPEAKING, LISTENING, AND OBSERVING.

	The goals of language arts education in the Boulder Valley School District are to help each student:	The Language Arts Goals relate to the following District Goals:
1.	Acquire and demonstrate with proficiency the basic language arts skills in reading, writing, and speaking the English language.*	1, 3, 8, 9
2.	Develop and practice basic language arts skills in listening and observing.	1, 3, 8, 9
3.	Enjoy, appreciate and develop enthusiasm for the language arts.	2, 3, 4, 6, 8, 10
4.	Apply appropriate language skills needed to succeed in educational, vocational, social, and personal interests.	1-11
5.	Analyze, interpret, and evaluate purposes of communication through critical reading, observing, and listening as fundamentals for making decisions.	1, 3, 4, 5, 6, 7, 8, 9, 10
6.	Appreciate creative communication through the roles of discriminating audience and active participant. Creative communication encompasses literature, film, and drama.	1, 2, 3, 4, 6, 8, 10
7.	Develop proficiency in gathering, organizing, and presenting information.	1, 8
8.	Adapt listening, speaking, reading, writing, and observing methods to different purposes, audiences, and communication forms.	1, 3, 4, 8, 9
9.	Recognize that ideas are expressed in many ways.	1, 3, 5, 6, 7, 8, 9, 10, 11
10.	Recognize the significance of communication in the world, in a democratic society, and in interpersonal relationships.	1, 4, 5, 6, 7, 8, 9, 10
11.	Perceive and analyze the changing nature of language.	1, 2, 4, 5, 6, 7
12.	Use all forms of communication in the learning process.	1-11
13.	Understand that language is one means of giving meaning, continuity, and shape to experience in the world.	1-10

*Basic language arts skills include grammar, mechanics, legibility, spelling, word origins, structure, and style.

Approved by the
Board of Education
November 29, 1979

RATIONALE

K-12 Language Arts

The scope and sequence of the Language Arts Curriculum reflect the belief that effective control of communication skills is established by systematically developing, refining, and integrating those skills through continued application in an increasing variety of communication forms. The scope of Language Arts includes not only the communication skills, but the process of using language to define and direct thought. The development of critical and creative thinking strategies is a function of the Language Arts Curriculum from kindergarten through twelfth grade. Complexity of the thinking processes taught increases according to the maturational level of the student. The effective and efficient use of resources is also addressed throughout the curriculum as a general skill fundamental to the acquisition of information. Finally, the scope of Language Arts includes the building of positive attitudes toward the processes and forms of communication, the communicators themselves, and ultimately toward the individual student as the originator of ideas and reponder to the ideas of others.

Expanded rationale statements for elementary, middle, and senior high levels follow.

RATIONALE

Elementary Language Arts

The goal of the Language Arts program at the elementary level is to provide students with learning experiences which develop conscious and informed control over both effective and efficient communication skills. The communication skills addressed in this curriculum guide are: observing, listening, speaking, reading, and writing. With the aid of these skills, meaning is transmitted from one individual to another through the medium of language.

Students enter school with considerable experience in the use of language. As they progress through the grades, their ability to communicate is developed, refined, and broadened. Not only do students receive directed instructions in the processes of communication, but they apply these skills in all content areas.

To regard the Language Arts program only as a channel for developing communication skills is to oversimplify its function. Language is also an instrument of thought and is an integral part of experiencing and knowing. It is a tool for thinking which also facilitates the development of thinking skills. Word ordering affects sequencing of thought and word choice affects precision of thought. Language, then, has a certain amount of control over thinking for it can give thought specificity and clarity, and can also move thought into higher levels of cognition.

The Language Arts Curriculum in Boulder Valley Public Schools emphasizes the development and application of receptive language processes (observing, listening, reading) and productive language processes (speaking, writing) as tools for communication and mediums for creative expression by helping students learn the following:

1. to OBSERVE attentively, perceptively, and analytically to gather information and for aesthetic appreciation;
2. to LISTEN attentively, creatively, and critically for a variety of purposes;
3. to SPEAK fluently, logically, and clearly in both informal and formal situations;
4. to READ effectively, critically, and appreciatively written materials, both fiction and non-fiction.
5. to WRITE legibly, logically, clearly, concisely, and imaginatively using varied writing forms (letters, stories, reports, etc.) for a variety of purposes while using appropriate word choice and applying the conventions of capitalization, punctuation, grammar, and spelling.

As with all curriculum guides, this one must be evaluated and revised periodically. This process should be based on the findings of research and on the perceived needs for improvement of teachers and the community. Through this continuing process, the needs of teachers, students, and the community will be served by giving definition and directions to the instruction of the Language Arts.

RATIONALE

Middle Level Language Arts

Students in the Middle Level Schools have unique characteristics. At this state in their development, young people experience rapid physical, social, intellectual and emotional changes and growth. These changes and growth, however, do not necessarily occur simultaneously in all students. Therefore, the curriculum provides for a spectrum of needs. Recognizing this uniqueness, the language arts program attempts a dual role by building upon and developing the basic skills acquired in elementary school and providing opportunities for exploration and self-growth.

During the seventh, eighth and ninth grades, every student will complete five semesters of English and one semester of Basic Communication. The five semesters of English must be taught in numerical order but not necessarily in consecutive semesters. While the Basic Communication requirement may be fulfilled at any time, one of the eighth grade semesters is recommended. These required courses emphasize a sequential development of skills and knowledge basic to literate, functional communication. The elective courses provide opportunity for exploration, allow for differences in student development, encourage appreciation and creative joy, and allow for the needs and interests within divergent school communities.

Each course in the middle level language arts curriculum addresses these five areas: basic skills acquisition, use of resources, critical thinking, creative expression and attitude building. Basic skills acquisition describes those specific reading, writing, speaking and listening/observing skills introduced in elementary school and developed in the middle school. Use of resources refers to all kinds of school and community resources including books, media, information and people. Critical thinking addresses those skills directly related to understanding, analysis, interpretation and evaluation. Creative expression deals with processes and original student work, both written and oral. Attitude building involves responsibility, appreciation, respect, enjoyment and other similar values. The goal of the entire curriculum is to produce a competent, concerned citizen.

As with all curriculum guides, this one must be evaluated and revised periodically. Changes in the community, in the school and in the individual student necessitate ongoing evaluation. The process of reviewing should serve the additional function of keeping the curriculum in the forefront of each teacher's planning. The procedure for revision will also stimulate each teacher's awareness of the involvement in the goals common both to the middle level language arts curriculum and to the Boulder Valley School District.

RATIONALE

Senior High Language Arts

Acquisition of the basic language skills in writing, speaking, listening, observing, and reading has long been regarded as critical to the success of the individual in society. Recognizing this, the Boulder Valley School District assists students in gaining these fundamental tools of learning by requiring a minimum of thirty credits in selected Language Arts courses on the secondary level. The emphasis of the course offerings is in the integration, reinforcement, and refinement of the five basic language skills, resulting in the broadening and deepening of students' language and literary backgrounds. Through a practical, goal-oriented approach, this Curriculum Guide indicates the minimum expectations of each course.

Today's high school students bring to the classroom a variety of skills and experiences, and all will face rigorous competition in employment education. Preparing students for the challenges of life beyond high school is of primary concern. Coping effectively with the ever-increasing pressures of life requires competency in communication skills. Students must speak, write, and think clearly and understand the need for information and where and how to obtain it. They need to be able to express their reactions to the world around them.

We, the Language Arts teachers of this District, believe that in today's world:

1) Competence in writing is essential; because writing - the most effective form of capturing oral thought, preserving concepts, and transmitting culture - is important for defining a visible record of values and achieving success.

2) Oral language skills are basic, since historically language is an oral tradition. Because a large portion of communication is non-written and because the rapidly changing technology has such impact, it is important for students to send and receive clear messages, analyze and evaluate the effects of media, and take reponsibility for problem-solving through direct communication.

3) Students who leave the Boulder Valley Public Schools should possess both the skill and the desire to read.

Thus, the Language Arts curriculum has been divided into three major areas of emphasis: writing, communication (speaking, listening, observing), and literature/reading. Each Language Arts course offered by the District is classified under one of these areas (pp 315,316). Following this rationale is a statement of the entire range of Language Arts criteria to be covered in each course offered in these major areas.

Learning outcomes stated in the Scope/Criteria (pp 317-25) reflect a commitment to teaching life and enrichment skills. Those skills designated by a single asterisk (*) are life skills necessary for survival or practical use. The double asterisk (**) indicates enrichment skills.

The Guide has a dual purpose: to attain uniformity of proficiency skills in the three divisions (writing, communication, and literature) at grade levels and course levels across the District, and to offer variety and flexibility in meeting the special interests and abilities in each school community.

To this end, this Curriculum Guide states expectations of what is taught in each course offered at the senior high level in order that students, parents, instructional staff and administrators can more easily identify and select appropriate courses. Language Arts teachers across the District formulated the K-12 Language Arts Goals which were approved by the Board of Education on November 29, 1979. With these goals as a foundation, teachers examined and evaluated what was being taught. To build a strong, unified program, they found it necessary to eliminate some courses and combine others. The results follow the District format of course description, course objectives, and learning outcomes.

Learning outcomes are divided into five fundamental skill areas:

1) Skills Acquisition and Application delineates specific skills (writing, reading, speaking, listening, and observing) that have been introduced in the elementary and middle schools and require reinforcement and/or mastery at the senior high level.

2) Use of Resources addresses the use of multiple resources, including books, media information, energy, money, materials, time, machines, and facilities.

3) Critical Thinking concerns those skills directly related to understanding, analysis, interpretation, and evaluation.

4) Creative Expression and Response involves processes and products, both written and oral.

5) Attitude Building reflects values imparted such as responsibility, enjoyment, and enthusiasm.

This Curriculum Guide merely serves as the foundation for instruction in our Boulder Valley senior high classrooms; it cannot stand alone. The well-prepared, caring teacher is still the instructional force and intermediary that makes the difference in the learning and receptiveness of our high school students. It remains for administrators, individual teachers, and district resource personnel to facilitate and implement the Language Arts curriculum. Teaching strategies and techniques that meet the objectives of the curriculum will continue to be developed by each teacher to meet the needs of the classroom students.

As Language Arts teachers, we are aware of the revolutionary changes that are rapidly affecting communication in today's world. We fully expect computer technology to invade education and to make radical changes in all content areas. Surely, these changes will influence the area of Language Arts, since the very foundation of learning is contained in the Language Arts process and content. Therefore, we recognize the trends toward computer-assisted instruction as bringing both gradual and immediate change within the decade of the 80's.

Accordingly, it is necessary that the curriculum be evaluated and revised as needed. Neither this Guide nor the forthcoming evaluation procedures are intended to be permanent. Constant revision must take place in a world experiencing rapid change in short periods of time. A schedule of periodic review must be established and followwed.

As stated in the Boulder Valley Language Arts Goals (pp 313), the Language Arts Curriculum is expected to provide the means for training students to communicate more effectively and to understand the significance of effective use of language in the world, in a democratic society, and in interpersonal relationships. The Language Arts Curriculum Guide, then, has been written with the intent that these courses be presented in a manner that helps the individual student become a contributory compatriot, citizen, consumer, and caretaker of society.

ELEMENTARY
LANGUAGE ARTS

Boulder Valley School District Re2J
Boulder, Colorado

LANGUAGE ARTS
K-6

Leadership Personnel

Mr. Noel Pazour
Content Area Resource TEacher
Elementary Level

21

December, 1980

ELEMENTARY LANGUAGE ARTS

TABLE OF CONTENTS

Curriculum Development Steering Committee 4

Curriculum Development Coordinating Committee 5

Development and Writing Personnel 6

Rationale 7

Goals of Education in the Boulder Valley Public Schools 9

Program Goals for Language Arts 10

Arrangement of the Document 11

Section I

- Kindergarten 12
- Grade One 33
- Grade Two 55
- Grade Three 79
- Grade Four 103
- Grade Five 129
- Grade Six 155

Section II

- A Model of the Writing Process 181
- Matrices of General Writing Skills 182

Section III

- Library Media Skills Curriculum Guide, K-12 192

LANGUAGE ARTS CURRICULUM DEVELOPMENT

STEERING COMMITTEE

Al Buckner	Curriculum Development Specialist
Judy Childers	Heatherwood Elementary School
Sharon Cochran	Broomfield High School
Kathi Fethke	Lafayette Middle School
Dorothy Hale	Flatirons Elementary School
Colette Heideman	Broomfield Junior High School
Rita Kotter	Fairview High School
Carole Matthews	Senior High Content Area Resource Teacher
Noel Pazour	Elementary Content Area Resource Teacher
Phyllis Perry	Curriculum Design Specialist
Randall Rothberg	Boulder High School
Margaret Sacksteder	Middle Level Content Area Resource Teacher
Woody Spriggs	Principal, Columbine Elementary School
Sid Weathermon	Reading Specialist

LANGUAGE ARTS CURRICULUM DEVELOPMENT

COORDINATING COMMITTEE

Jane Daniels	Principal on Special Assignment for Writing Improvement
Carole Matthews	Senior High Content Area Resource Teacher
Noel Pazour	Elementary Content Area Resource Teacher
Phyllis Perry	Curriculum/Instruction Specialist
Margaret Sacksteder	Middle Level Content Area Resource Teacher
Sid Weathermon	District Reading Specialist
Celeste Woodley	Curriculum/Instruction Specialist

DEVELOPMENT AND WRITING PERSONNEL

ELEMENTARY LANGUAGE ARTS

MAJOR SECTION CHAIRPERSONS OF FINAL WRITING COMMITTEES:

Noel Pazour - Writing
Yvonne Siu-Runyan - Reading, Speaking
Helene Willis - Reading, Listening, Observing

Alice Allen	Majestic Heights
Kay Armstrong	Kohl
Anne Arnold	Burke
Sandy Banks	Heatherwood
Lynn Bentsen	Douglass
Nancy Bigelow	Foothill
Jerri Blocker	Birch
Mary Jo Bone-Brown	Kohl
Al Buckner	Education Center
Nancy Burianek	Heatherwood
Joyce Carr	Columbine
Judy Childers	Heatherwood
Jane Daniels	Whittier
Pam Decker	Aurora 7
Lanene Dente	Heatherwood
Nancy Driscoll	Education Center
Beverly Eastburn	Emerald
Wanette Forrester	Emerald
Ricki Frost	Heatherwood
Ann Getches	Kohl
Nadine Gibbs	Paddock
Jean Gore	Lincoln
Shirley Green	Eisenhower
Dorothy Hale	Flatirons
Mary Jane Hall	Whittier
Dane Hansen	Uni Hill
Phyllis Hanson	Heatherwood
Diane Hernandez	Lafayette Elem.
Marilyn Hughes	Heatherwood
Peggy Isakson	Education Center
Barbara Kurchak	Education Center
Linda Leners	Kohl
Patti Marten	Kohl
Verity Martin	Koyl
Imogene Maxon	Heatherwood
Helen McKeown	Heatherwood
Cheryl Merriman	Crest View
Reva Money	Lafayette Elem.
Carolyn Olson	Birch
Phyllis Perry	Education Center
Debbie Phillips	Lafayette Elem.
Pat Quinn	Eisenhower
Allene Roberts	Columbine
Dolores Sawyer	Nederland Elem.
Dan Seger	Uni Hill
Mary Ann Seymore	Majestic Heights
Woodrow Springgs	Columbine
Sharie Swan	Burke
Helen Wagner	Kohl
Sid Weathermon	Education Center
Debra Welch	Louisville Elem.
Paula Windham	Columbine
David Yeager	Foothill
Mary Zak	Birch
Ellen Smith	Lafayette Middle

RATIONALE

Elementary Language Arts

The goal of the Language Arts program at the elementary level is to provide students with learning experiences which develop conscious and informed control over both effective and efficient communication skills. The communication skills addressed in this curriculum guide are: observing, listening, speaking, reading, and writing. With the aid of these skills, meaning is transmitted from one individual to another through the medium of language.

Students enter school with considerable experience in the use of language. As they progress through the grades, their ability to communicate is developed, refined, and broadened. Not only do students receive directed instructions in the processes of communication, but they apply these skills in all content areas.

To regard the Language Arts program only as a channel for developing communication skills is to oversimplify its function. Language is also an instrument of thought and is an integral part of experiencing and knowing. It is a tool for thinking which also facilitates the development of thinking skills. Word ordering affects sequencing of thought and word choice affects precision of thought. Languag then, has a certain amount of control over thinking for it can give thought specificity and clarity, and can also move thought into higher levels of cognition.

The Language Arts Curriculum in Boulder Valley Public Schools emphasizes the development and application of receptive language processes (observing, listening, reading) and productive language processes (speaking, writing) as tools for communication and mediums for creative expression by helping students learn the following:

1. to OBSERVE attentively, perceptively, and analytically to gather information and for aesthetic appreciation;
2. to LISTEN attentively, creatively, and critically for a variety of purposes;
3. to SPEAK fluently, logically, and clearly in both informal and formal situations;
4. to READ effectively, critically, and appreciatively written materials, both fiction and non-fiction.
5. to WRITE legibly, logically, clearly, concisely, and imaginatively using varied writing forms (letters, stories, reports, etc.) for a variety of purposes while using appropriate word choice and applying the conventions of capitalization, punctuation, grammar, and spelling.

As with all curriculum guides, this one must be evaluated and revised periodically. This process should be based on the findings of research and on the perceived needs for improvement of teachers and the community. Through this continuing process, the needs of teachers, students, and the community will be served by giving definition and directions to the instruction of the Language Arts.

BOULDER VALLEY SCHOOL DISTRICT NUMBER RE2
Boulder, Colorado

GOALS OF EDUCATION IN THE BOULDER VALLEY PUBLIC SCHOOLS

The goals of education in the Boulder Valley Public Schools are to help each student:

1. Acquire the fundamental tools of learning--reading, writing, mathematics, speaking, listening and observing.
2. Develop a positive attitude toward learning and the desire and ability to continue learning throughout one's life.
3. Achieve excellence in the development of unique talents and abilities to the extent of individual capacity.
4. Experience appropriate learning environments which will encourage curiosity, excite a sense of exploration and provide the means and time to explore.
5. Develop, in cooperation with the home and community, a personal value system including a sense of integrity and morality leading to a mature personality.
6. Acquire the basic knowledge necessary for good health and safety and develop understandings, attitudes and skills for a satisfying and healthful utilization of leisure time throughout life.
7. Recognize and understand the strengths and weaknesses of one's own and other cultures and the significance of the family in society.
8. Develop the skills, knowledge and attitudes to function effectively and productively in the world of work.
9. Understand the meaning and significance of the economic, political and social systems in our society.
10. Develop a respect for self and others.
11. Develop a knowledge and understanding of world resources and a recognition of responsibility to care for the environment.

August, 1972

Reaffirmed by the
Board of Education
October 25, 1979

Boulder Valley Schools

LANGUAGE ARTS
K-12 PROGRAM LEVEL GOALS

THE PROGRAM LEVEL GOALS FOR LANGUAGE ARTS ARE BASED ON THE DEFINITION OF LANGUAGE ARTS AS COMMUNICATION THROUGH WRITING, READING, SPEAKING, LISTENING, AND OBSERVING.

	The goals of language arts education in the Boulder Valley School District are to help each student:	The Language Arts Goals relate to the following District Goals:
1.	Acquire and demonstrate with proficiency the basic language arts skills in reading, writing, and speaking the English language.*	1, 3, 8, 9
2.	Develop and practice basic language arts skills in listening and observing.	1, 3, 8, 9
3.	Enjoy, appreciate and develop enthusiasm for the language arts.	2, 3, 4, 6, 8, 10
4.	Apply appropriate language skills needed to succeed in educational, vocational, social, and personal interests.	1-11
5.	Analyze, interpret, and evaluate purposes of communication through critical reading, observing, and listening as fundamentals for making decisions.	1, 3, 4, 5, 6, 7, 8, 9, 10
6.	Appreciate creative communication through the roles of discriminating audience and active participant. Creative communication encompasses literature, film, and drama.	1, 2, 3, 4, 6, 8, 10
7.	Develop proficiency in gathering, organizing, and presenting information.	1, 8
8.	Adapt listening, speaking, reading, writing, and observing methods to different purposes, audiences, and communication forms.	1, 3, 4, 8, 9
9.	Recognize that ideas are expressed in many ways.	1, 3, 5, 6, 7, 8, 9, 10, 11
10.	Recognize the significance of communication in the world, in a democratic society, and in interpersonal relationships.	1, 4, 5, 6, 7, 8, 9, 10
11.	Perceive and analyze the changing nature of language.	1, 2, 4, 5, 6, 7
12.	Use all forms of communication in the learning process.	1-11
13.	Understand that language is one means of giving meaning, continuity, and shape to experience in the world.	1-10

*Basic language arts skills include grammar, mechanics, legibility, spelling, word origins, structure, and style.

Approved by the
Board of Education
November 29, 1979

ARRANGEMENT OF THE DOCUMENT, K-6

To use this Curriculum Guide, the reader should be aware of the three main sections:

Section I - Grade Level Descriptions, Objectives, and Learning Outcomes

Section II - Model of the Writing Process, Matrices of General Writing Skills, K-6

Section III - Library Media Skills Curriculum Guide, K-12

LANGUAGE ARTS
Kindergarten

Grade Level Description

Observing:

In kindergarten, students refine and expand their ability to gain meaning through observation by becoming discriminating observers. They learn varied purposes for observing and begin to use appropriate strategies to gain meaning. Students are asked to relate what they observe to their present knowledge and their experiential background. They increase their ability to attend and concentrate while observing and reacting, and they begin to develop visual memory skills. Observing for aesthetic purposes is stressed, as well as observing to gain meaning.

Listening:

Students are expected to learn listening skills appropriate to a variety of listening situations and for a variety of purposes. They are expected to attend and concentrate for a reasonable amount of time and to develop a respect for listening as a key to learning. By listening to stories, poems, messages, and content area information, students learn how various types and styles of written language sound. Through questioning, the teacher leads students into higher levels of comprehension and helps them develop those listening/thinking comprehension skills crucial for reading comprehension. Students' listening vocabularies expand to include those languages unique to various content areas.

Speaking:

Kindergarten school experiences focus on building self-confidence and expanding the language and experiential backgrounds of students. The development of experiential and oral language bases are essential, for they are basic to acquiring the written language skills of reading and writing. Although students at this level engage primarily in conversation and informal sharing, they also explore storytelling, choral presentations, and creative drama.

Reading:

At this level, the development of readiness skills for reading is stressed. Emphasis of instruction is on developing an understanding of the purposes for reading. Students build a sight vocabulary comprised of words that are meaningful to them.

Writing:

In kindergarten, students develop readiness skills for writing. Dictation of stories, poems, and letters is the means by which kindergarteners make the connection between the spoken and written word. Students are introduced to the revision process by changing selected dictated stories until the group, teacher, or child is satisfied with what is written.

Grade Level Objectives
Kindergarten

The following objectives are based upon the general goals of Language Arts for the district.

The students shall begin to:

1. Develop readiness skills for reading and writing and for purposeful observing, listening, and speaking. (1, 2, 4, 7, 9, 12)
2. Understand that there are specific and interrelated purposes for observing, listening, speaking, reading, and writing. (4, 5, 8, 10)
3. Use their own knowledge, experiential background, and a variety of other resources to obtain information. (1, 2, 7, 12)
4. Develop the knowledge base and thinking skills that will enable them to express themselves effectively and comprehend information they receive. (1, 2, 3, 4, 5, 9)
5. Realize the need to use appropriate language and the necessity of making themselves clearly understood by others. (1, 2, 4, 12, 13)
6. Value open communication and the ideas and opinions expressed through this process. (3, 6, 9)
7. Appreciate creative expression in all forms of language communication as a means of enhancing the aesthetic quality of their own lives. (3, 6, 10, 11, 13)
8. Respond creatively in a variety of forms to what they have experienced and learned. (3, 6, 8, 12, 13)

OBSERVING

Kindergarten - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

1.1 Continue to develop and expand their visual language base.

1.2 Understand that the ultimate purpose for observing is more than merely seeing; it is to gain meaning (visual literacy).

1.2a Begin to recognize that visual literacy is the result of the interrelationship of visual images with the students' present knowledge and past experiences.

1.2b Begin to recognize that perceptions differ among individuals based on their present knowledge and past experiences.

1.3 Develop visual memory span in varied contexts and in all content areas.

1.4 Develop the ability to attend and concentrate while observing.

1.4a Begin to screen out competing distractions.

1.4b Discriminate and identify those visual details that are inconsistent with what is usual and expected.

1.5 Begin to identify things that visually clutter, distract and are inappropriate to a given situation.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Begin to recognize that a variety of observable phenomena can be used as visual resources to obtain information.

2.2 Begin to recognize that their own recorded observations can be used as valid resources for information.

3.0 Critical Thinking

The students shall:

3.1 Begin to recognize varied purposes for observation.

3.2 Begin to recognize that there are many types of materials and situations that require observation skills.

3.3 Begin to select and interpret cues from their environment using their vision.

  3.3a Begin to identify specific descriptive properties and details.

  3.3b Develop classification skills.

  3.3c Begin to distinguish relevant from irrelevant properties and details.

  3.3d Begin to recognize significant relevant details of an event.

  3.3e Begin to recognize the sequence of details within an event.

  3.3f Begin to recognize main idea(s) of an event.

  3.3g Begin to recognize cause-effect relationships within an event.

  3.3h Begin to develop the ability to summarize significant relevant details of an event.

  3.3i Begin to predict outcomes, make inferences, and draw conclusions.

  3.3j Begin to formulate questions.

3.4 Begin to analyze and evaluate cues from their environment using their vision.

  3.4a Begin to associate personal experiences and feelings with things that they have observed.

  3.4b Begin to recognize the relationships among significant relevant properties and details.

  3.4c Begin to make judgements about the relationships among significant relevant properties and details.

  3.4d Recognize the differences between fact and fantasy.

  3.4e Become aware of sensory illusions.

  3.4f Recognize that body language (posture, gesture, facial expression, position, etc.) conveys meaning.

  3.4g Begin to plan ways in which ideas and information might be applied to a new situation.

4.0 Creative Expression and Response

The students shall:

4.1 Create visual images by interrelating observations with their backgrounds (cultural, knowledge, experiential).

4.2 Continue to respond creatively to visual images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.3 Continue to create alternatives based on visual images formed from observations interrelated with their cultural, knowledge and experiential backgrounds (divergent thinking).

5.0 Attitude Building

The students shall:

5.1 Have respect for and pride in their own perceptions of and judgements about observations they have made.

5.2 Respect differing interpretations of observations that have been made.

5.3 Begin to appreciate observation as a personal activity that can be used for solving problems, recreation, information gathering, creative expression, and for broadening their vocabulary, experiential and knowledge bases.

5.4 Continue to develop an appreciation for a variety of viewing experiences and situations.

  5.4a Develop an appreciation for aesthetic qualities.

5.5 Continue to develop respect for all observable phenomena in both formal and informal situations.

5.6 Continue to develop a desire and a willingness to observe in both formal and informal situations.

5.7 Begin to use viewing materials in a responsible and respectful manner.

5.8 Begin to appreciate, respect, and accept observable differences in others.

LISTENING

Kindergarten - Learning Outcomes

1.0 Skills Acquisition and Application

The students shall:

- 1.1 Continue to develop and expand their aural language bases (listening vocabularies).
- 1.2 Begin to understand that the ultimate purpose for listening is more than merely hearing; it is to gain meaning.
  - 1.2a Begin to recognize sounds and spoken words as separate entities whose meanings convey ideas by the way they are organized.
  - 1.2b Begin to recognize the two-way (listener-speaker) responsibility for meaningful communication in all situations (one-to-one, small group, large group, audience, etc.).
- 1.3 Continue to develop auditory memory span in varied contexts and in all content areas.
  - 1.3a Increase auditory memory span for meaningful sound sequences.
  - 1.3b Increase auditory memory span for words, sentences, and paragraphs.
  - 1.3c Increase auditory memory span for other linquistic features in organized discourse. (see section 1.5).
- 1.4 Develop the ability to attend and concentrate while listening.
  - 1.4a Focus on the source and location of verbal and nonverbal sounds.
  - 1.4b Listen selectively and screen out competing distractions.
  - 1.4c Discriminate and identify sounds that deviate from those that are usual and/or from ambient noise level in any given situation.
  - 1.4d Increase length of attention span.
  - 1.4e Begin to use syntactic (order) and semantic (meaning) context clues to match their reconstructed meanings with the original message.
  - 1.4f Begin to recognize key words in messages and materials that they have heard in order to follow directions and understand what is being asked.

1.5 Begin to discriminate linguistic features of organized spoken discourse.

- 1.5a Become aware of the effects of stress, pause, pitch, cadence, rhythm, emphasis, phrasing, rate, and volume on meaning.
- 1.5b Begin to distinguish auditory similarities and differences among letters, sounds, and words.
- 1.5c Begin to recognize multiple meanings of words.

1.6 Begin to identify sounds inappropriate to a given situation.

1.7 Begin to develop sensory imagery from sounds and messages they have heard and materials that have been read to them.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Understand that a variety of resources can be used auditorily to obtain information (demonstrations, presentations, discussions, interviews, recordings, etc.)

2.2 Understand that resources that involve listening can be used with equal validity to other nonprint and to printed reference materials.

3.0 Critical Thinking

The students shall begin to:

3.1 Develop their aural language bases (listening vocabularies) unique to all content areas and respond/react appropriately.

3.2 Recognize varied purposes and appropriate times for listening.

3.3 Recognize that there are many types of listening materials.

3.4 Recognize that there are many types of listening situations.

3.5 Select and interpret sounds, messages, and materials they have heard.

- 3.5a Recognize that a message originates with a person who has a specific purpose (to inform, entertain, persuade, discuss, etc.).
- 3.5b Identify and recall specific facts and ideas.
- 3.5c Develop classification skills.
- 3.5d Begin to distinguish relevant from irrelevant ideas and information.
- 3.5e Begin to recognize significant details.

    3.5f Recognize the sequence of events and ideas.

    3.5g Recognize main ideas(s).

    3.5h Recognize cause-effect relationships.

    3.5i Recognize variations in tones and moods.

    3.5j Develop the ability to summarize significant relevant details.

    3.5k Predict outcomes, make inferences, and draw conclusions.

    3.5l Paraphrase.

    3.5m Recognize that a question is being asked.

    3.5n Answer and formulate questions (interactive listening).

3.6 Analyze and evaluate sounds and messages that they have heard.

    3.6a Associate personal experiences and feelings to characters, situations, and content area information.

    3.6b Make judgements about characters, situations, and content area information.

    3.6c Recognize the difference between fact and fantasy.

    3.6d Recognize discrepancies between the content of what they have heard and the manner in which it was expressed.

    3.6e Plan ways in which ideas and information might be applied to a new situation.

    3.6f Begin to identify areas of misunderstanding in the reception of information.

3.7 Differentiate between the speaker and what is being said in order to listen objectively to the message.

4.0 Creative Expression and Response

The students shall:

4.1 Respond creatively to sound images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.2 Continue to create expressive alternatives based on visual and other sensory images formed from sounds, messages, and materials they have heard interrelated with their backgrounds (cultural, knowledge, experiential), observations, discussions, feelings, etc.

5.0 Attitude Building

The students shall:

5.1 Have respect for and pride in their own perception and judgements of sounds, messages, and materials that they have heard.

5.2 Begin to respect differing interpretations of sounds, messages, and materials that have been heard.

5.3 Begin to appreciate listening as a personal activity which can be used for solving problems, recreation, information, creative expression, and for broadening experiential and knowledge bases.

5.4 Begin to develop an appreciation for a variety of listening experiences and situations (concerts, recitals, plays, nature, conversations, discussions, presentations, etc.).

  5.4a Begin to develop an appreciation of aesthetic qualities.

5.5 Develop respect for speakers, performers, presenters, etc. when heard in audience situations.

5.6 Develop respect for other audience members.

5.7 Begin to develop a desire and a willingness to listen (critically, creatively, empathetically, etc.) in both formal and informal situations.

5.8 Begin to use listening materials in a responsible and respectful manner.

5.9 Begin to appreciate, respect and accept language and speech differences in others.

5.10 Begin to develop an appreciation for power and influence of the spoken word.

5.11 Begin to develop an appreciation for richness and depth of the English language by listening to well prepared oral interpretations of stories, poems, chants, etc.

A MODEL OF THE SPEAKING PROCESS
(Adapt to particular grade level)

PRE-SPEAKING SKILLS

I. Determine purpose and audience.

II. Choose appropriate form of speaking to achieve purpose.

III. Generate ideas and information from past experiences and knowledge.
  A. Brainstorming
  B. Visualizing (forming sensory imagery)

IV. Gather information using more than one source.
  A. Seeing
    1. Reading-researching
    2. Careful observation
  B. Listening
    1. Interviewing
    2. Attentive listening to prepared material
    3. Attentive listening to environmental sounds
  C. Touching
  D. Tasting
  E. Smelling

V. Relate new information to past experiences and knowledge.

VI. Organize information.
  A. Taking notes from the sources used
  B. Mapping and/or outlining schema information
    1. Use the organization generated through prewriting skills to develop main ideas
    2. Expand main ideas according to the chosen structure (paragraph, sentence, stanza, etc.).
    3. Select language appropriate for the chosen audience (formal-informal, dialect, selection of adjectives, etc.)

SPEAKING SKILLS

I. Use appropriate language and register for the chosen audience (formal, informal, dialect, word choice, etc.).

II. Use appropriate voice quality, inflection, pacing, and expression.

III. Use appropriate eye-contact, posture, gestures, and poise.

IV. Articulate and enunciate words.

V. Speak precisely, clearly, logically, and coherently.

VI. Communicate thoughts and ideas in complete sentences.

RESTATING SKILLS

I. Examine spoken word.
  A. Determine if message is understood
    1. Read nonverbal responses
    2. Ask audience questions
    3. Understand audiences' questions
    4. Evaluate self
  B. Determine appropriate response

II. Respond to audience and self-evaluation.
  A. Paraphrase
  B. Restate
  C. Reiterate
  D. Elaborate
  E. Summarize
  F. Continue speaking

SPEAKING

Kindergarten - Learning Outcomes

1.0 Skill Acquisition and Application

General Skills Applicable to ALL Speaking Situations

The students shall:

1.1 Continue to develop and expand their oral language base (vocabulary).

1.2 Begin to understand that the speaker's responsibilities include communicating a specific message to a receiver, evaluating the receiver's response, and reacting appropriately (reiterate, restate, elaborate, continue speaking, etc.).

1.3 Begin to develop their auditory memory span in order to remember a speaker's message for the purpose of asking pertinent questions and/or offering relevant comments.

1.4 Begin to develop skill in speaking precisely, clearly, logically, and coherently.

1.5 Begin to develop skill in articulating and enunciating words.

1.6 Begin to develop skill in using appropriate voice quality, inflection, pacing, and expression.

1.7 Begin to develop skill in using poise, and appropriate eye contact, posture, and gestures.

1.8 Begin to develop skill in orally communicating thoughts and ideas in complete sentences.

1.9 Begin to develop skill in orally communicating thoughts and ideas in complete sentences.

1.10 Become aware of alternate ways to express orally the same idea.

1.11 Become aware of the appropriate times to speak and the appropriate settings in which to speak.

Skills Applicable to TWO-WAY Oral Communication Situations

The students shall:

1.12 Begin to understand that each person has a responsibility to be an active listening and speaking participant in the exchange of thoughts and ideas during discussions.

1.13 Become aware of appropriate social conventions to use when interjecting a comment or question, introducing one person to another, and speaking on the telephone.

1.14 Become aware of the need to make pertinent and relevant comments when discussing a topic.

1.15 Become aware of the ways to communicate orally opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

Forms of Oral Language Experiences

The students shall:

1.16 Become aware of the various roles and responsibilities individuals have in the following speaking situations and participate in those forms of oral communication:

- 1.16a Conversation and informal sharing
- 1.16b Formulating, asking, and answering questions
- 1.16c Using the telephone
- 1.16d Informal discussion
- 1.16e Storytelling
- 1.16f Choral presentations
- 1.16g Creative drama
- 1.16h Making introductions

2.0 Use of Resources (for more detail refer to the Library Media Skills Curriculum Guide)

The students shall:

2.1 Become familiar with the Library Media Center (L.M.C.).

2.2 Become familiar with the various resources available in the Library Media Center (L.M.C.).

2.3 Begin to use their own background of experiences and knowledge, and their five senses as sources of information for oral presentation.

2.4 Begin to identify appropriate resource persons as sources of information on a particular topic for oral presentations.

3.0 Critical Thinking

The students shall:

3.1 Become aware of the various purposes for speaking. (inform, entertain, persuade, discuss, etc.).

3.2 Become aware of the various situational contexts (audience, setting) for speaking.

3.3 Begin to understand that mode of presentation includes word choice, register (formal to informal language), articulation, pacing, voice quality, poise, eye-contact, posture, gestures, and expression, and become aware of the various modes of presentation.

3.4 Begin to understand that the mode of presentation is determined by the situational context.

3.5 Begin to understand the difference between relevant and irrelevant comments.

3.6 Begin to identify areas of misunderstanding in the reception of information so they can formulate and ask appropriate and clearly stated questions for clarification.

3.7 Begin to understand the various types of questions and respond appropriately to them.

3.8 Begin to sequence their ideas in order to communicate orally in a clear and logical manner.

3.9 Begin to recognize their main ideas so that they can orally communicate the major points and supporting details in a clear and logical manner.

4.0 Creative Expression and Response

The students shall:

4.1 Begin to create and express visual and other sensory images when telling stories, sharing informally, and sharing choral presentations and creative drama.

5.0 Attitude Building

The students shall:

5.1 Begin to appreciate and respect cultural and geographic variances in speech.

5.2 Begin to appreciate and respect ideas and opinions that are different from their own ideas and opinions.

5.3 Become aware of the importance of orally communicating opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

5.4 Continue to develop increased confidence in their own speaking abilities and appreciate others' speaking abilities.

5.5 Begin to take responsibility for contributing to the development of an atmosphere devoid of undue criticism and judgement so that others feel free to share their ideas.

5.6 Develop a desire and willingness to share ideas, stories, poems, etc. using the various forms of oral communication.

5.7 Become aware of the importance of the speaker's responsibility in evaluating the receiver's response and reacting appropriately (reiterate, restate, elaborate, continue speaking) in addition to communicating a specific message.

5.8 Begin to discriminate between the speaker and what she/he says in order to listen objectively to a speaker's message and respond appropriately.

5.9 Begin to develop an appreciation for the power and influence of the spoken word.

5.10 Become aware of and take responsibility for the potential impact of their own spoken words on others.

5.11 Begin to develop a growing appreciation for the richness and depth of the English language by sharing and listening to well-prepared oral interpretations of stories, poems, chants, plays, etc.

5.12 Become aware of the importance of precision, clarity, and logical thinking in verbal expressions of thoughts and ideas

5.13 Become aware of the importance of articulation, enunciation, and coherence when verbally communicating thoughts and ideas.

5.14 Become aware of the importance of voice quality, inflection, pacing and expression when verbally communicating thoughts and ideas.

5.15 Become aware of the importance of poise, eye-contact, posture, and gestures when verbally communicating thoughts and ideas.

READING

Kindergarten - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

1.1 Continue to develop and expand their oral language bases (vocabulary).

1.2 Begin to understand that the ultimate purpose for reading is more than pronunciation; it is to gain meaning.

  1.2a Begin to understand that words in written and spoken communication are separate entities, whose meanings convey ideas by the way they are organized.

  1.2b Begin to understand that their own thoughts and ideas can be encoded into graphic form (words) for themselves and others to read.

1.3 Become aware of the wide variety of available reading materials which include trade books, newspapers, magazines, pamphlets, basals, poems, etc.

1.4 Begin to develop their visual memory span in order to remember graphic forms.

1.5 Begin to develop sensory imagery from materials that have been read to them.

1.6 Begin to develop a basic sight vocabulary comprised of meaningful words from their experiences (key words).

1.7 Begin to understand concepts related to position and directionality (top, bottom, left, right, etc.).

  1.7a Develop the use of left-to-right sequence.

1.8 Become aware of the linguistic properties of letters, words, and sentences.

  1.8a Begin to associate the names of the letters of the alphabet with their written symbols.

  1.8b Begin to understand the differences among letters, words, and sentences.

  1.8c Begin to distinguish visual and auditory similarities and differences among letters and words.

  1.8d Begin to recognize rhyming words.

1.9 Begin to develop word analysis skills to decode unknown words.

    1.9a Begin to make letter-sound associations for initial consonant sounds (phonics).

1.10 Begin to develop use of context clues to decode word meaning and word pronunciation.

    1.10a Begin to use picture clues.

    1.10b Begin to use grammatical (syntactic) and meaning (semantic) clues.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Become familiar with the building Library Media Center (LMC).

2.2 Become familiar with the format of a book.

2.3 Understand that pictures and nonprint materials can be used for specific purposes.

3.0 Critical Thinking

The students shall:

3.1 Begin to recognize varied purposes for reading.

3.2 Begin to recognize that there are many types of reading materials.

3.3 Begin to interpret materials that have been read to them.

    3.3a Begin to recognize that an author is a person with specific purpose(s) for encoding ideas.

    3.3b Begin to classify pictures, objects, words, etc.

    3.3c Begin to recognize the sequence of events.

    3.3d Begin to recognize main ideas.

    3.3e Begin to recognize cause-effect relationships.

    3.3f Begin to recognize variations in tones and moods in literature.

    3.3g Begin to develop the ability to summarize.

    3.3h Begin to predict outcomes, make inferences, and draw conclusions.

    3.3i Become aware of techniques used to portray characters.

3.4 Begin to evaluate materials that have been read to them.

  - 3.4a Begin to relate personal experiences and feelings to characters, situations, and content area information.
  - 3.4b Begin to make judgements about characters, situations, and content area information.

3.5 Begin to identify and recall specific facts and ideas from materials that have been read to them.

  - 3.5a Begin to distinguish relevant from irrelevant information.
  - 3.5b Begin to recognize significant, relevant details.

4.0 Creative Expression and Response

The students shall:

4.1 Respond creatively to materials that have been read to them.

  - 4.1a Create and express visual and other sensory images through drawings, paintings, creative writings, choral presentations, rehearsed readings, poetry, dramatics, discussions, and/or other art forms.

5.0 Attitude Building

The students shall:

5.1 Develop a desire to learn to read.

5.2 Develop an active interest in books.

5.3 Begin to develop an appreciation for literature.

5.4 Begin to use reading materials in a responsible and respectful manner.

WRITING

Kindergarten - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

1.1 Begin to understand that the purpose of written communication is to convey meaning and feelings from writer to receiver.

  1.1a Begin to understand the relationship of thoughts and spoken language to written language.

  1.1b Begin to understand that writing is a record of thought.

1.2 Begin to understand that writing forms vary according to purpose.

  1.2a Become aware that writing forms have different formats and structures associated with them (e.g., letters, poems, and stories).

1.3 Become aware of and use different kinds of writing.

  1.3a Dictate short stories (experience and imaginative).

  1.3b Dictate simple poems.

  1.3c Dictate simple letters.

  1.3d Begin to represent sequence of events through pictorial representation.

  1.3e Write their name and other simple labels.

1.4 Become aware of the importance of the organization of ideas and their placement on the page (format).

  1.4a Begin to generate and organize ideas through brainstorming.

  1.4b Begin to group and sequence ideas.

  1.4c Begin to give structure to stories through the dictation process (beginning, middle, ending).

  1.4d Begin to understand left to right sequence and top to bottom organization of page.

  1.4e Begin to understand the importance of name placement on assignments.

1.5 Begin to develop a written vocabulary.

1.6 Continue to develop fine motor skills and begin manuscript letter formation.

1.7 Begin to acquire knowledge and skills necessary for accuracy and clarity in written communication.

  1.7a Begin to develop a sense of standard and non-standard usage.

  1.7b Begin to develop visual memory skills in preparation for formal spelling.

  1.7c Begin to recognize and use capital letters for proper names and the first word in a sentence.

1.8 Become aware that written communication may be revised to make sure that others understand what the author wishes to say.

  1.8a Begin to evaluate the effectiveness of writing read to them and make suggestions for improvements.

  1.8b Begin to proofread initial attempts at writing for proper letter formation.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Become aware that experiential background is a primary source of information and ideas for writing.

  2.1a Use brainstorming techniques to draw upon present knowledge and past experiences.

  2.1b Begin to use visualization as a tool in forming sensory images.

2.2 Become aware that printed material is a valuable source of information and ideas for writing since it contains the thoughts and ideas of others.

2.3 Become aware that careful observation is valuable in gathering information and ideas for writing.

2.4 Become aware that listening to other people, media, and environmental sounds provides valuable information and ideas for writing.

2.5 Continue to gather information through the senses of touch, sight, hearing, taste, and smell.

3.0 Critical Thinking (These critical thinking skills will be developed through oral questioning and dictation strategies directed by the teacher.)

The students shall become aware of and begin to:

3.1 Use a selective process to determine:
Purpose for communicating.
Topic to be developed.
Information and ideas to develop the topic.
Form the writing will take (story, poem, letter).
Language appropriate to the audience.

3.2 Categorize, by topic or sequence of events, information for written communication.

3.3 Analyze ideas for appropriate sequencing (from most important to least important, from the first to occur to the last to occur, etc.).

3.4 Summarize information and ideas.

3.5 Evaluate the effectiveness of written communication (Does it make sense?, Does it sound right?, etc.).

4.0 Creative Expression and Response

The students shall:

4.1 Begin to develop fluency in written communication through dictation.

4.2 Begin to explore and experiment with different writing forms through dictation (letters, poems, chart stories).

4.3 Continue to develop originality through imaginative expression of ideas.

5.0 Attitude Building

The students shall be provided with opportunities to:

5.1 Develop an enthusiasm for gathering information, the process of writing (through dictation), and the finished product.

5.2 Take pride in the clarity, accuracy, and neatness of the product.

5.3 Develop perseverance in the complex writing process.

5.4 Develop an appreciation for the value of written communication.

5.5 Develop an appreciation of the originality of written communication.

5.6 Develop respect for the integrity of the writing of others.

5.7 Find self-fulfillment and satisfaction through dictated written communication.

Grade Level Description

Observing:

In first grade, students continue to refine and expand their ability to gain meaning through observation by becoming discriminating observers. They learn varied purposes for observing and continue to develop appropriate strategies to gain meaning. Always, students are asked to relate what they observe to their present knowledge and experiential background. They continue to increase their ability to attend and concentrate while observing and reacting, and they continue to develop visual memory skills. Observing for aesthetic purposes is stressed, as well as observing to gain meaning.

Listening:

The development of listening skills continues to be stressed as readiness for all learning. Since reading comprehension is a special extension of listening comprehension, continued emphasis is given to reading to the students followed by directed discussions. Students are expected to attend and concentrate for longer periods of time and to know how to listen in any given situation. They are expected to know that there are many types of listening situations and various purposes for listening. They should be able to understand what they have heard and to retell and/or paraphrase a message giving significant details. They are expected to recognize some key words in order to follow directions and answer questions. Their listening vocabularies continue to expand with exposure to the languages unique to the various content areas.

Speaking:

At the first grade level, there is still a great deal of emphasis on developing self-confidence and the students' experiential and language bases. However, more emphasis is placed on developing their abilities to present ideas in logical order, fitting the conversation to the occasion, and changing the topic of conversation at the appropriate time. Students still engage primarily in conversation, informal sharing, storytelling, choral presentation, and creative drama.

Reading:

Students continue to dictate stories to the teacher. This provides one type of material, in addition to other sources, for learning to read. Emphasis is still on building a sight vocabulary of words which are meaningful to them. They learn to use word analysis skills in concert with context clues when figuring out unknown words. Reading for meaning is emphasized.

Writing:

Dictation continues to be a key means for preparing students for the writing process. In first grade, however, students will be able to do more writing on their own, labeling pictures with simple sentences being an example. The students must have opportunities to begin to revise, edit and proofread. Most revision will be a teacher/student activity guided by teacher questioning. Students, however, should be given the opportunity to do some on their own.

Grade Level Objectives
Grade One

The following objectives are based upon the general goals of Language Arts for the district.

The students shall:

1. Develop the necessary beginning skills for reading and writing and for purposeful observing, listening and speaking. (1, 2, 4, 7, 9, 12)
2. Understand that there are specific and interrelated purposes for observing, listening, speaking, reading, and writing. (4, 5, 8, 10)
3. Use their own knowledge, experiential background, and a variety of other resources to obtain information. 1, 2, 7, 12)
4. Develop the knowledge base and thinking skills that will enable them to express themselves effectively and comprehend information they receive. (1, 2, 3, 4, 5, 9)
5. Realize the need to use appropriate language and the necessity of making themselves clearly understood. (1, 2, 4, 12, 13)
6. Value open communication and the ideas and opinions expressed through this process. (3, 7, 9)
7. Appreciate creative expression in all forms of language communication as a means of enhancing the aesthetic quality of their own lives. (3, 6, 10, 11, 13)
8. Respond creatively in a variety of forms to what they have experienced and learned. (3, 6, 8, 12, 13)

OBSERVING

Grade One - Learning Objectives

1.0 Skill Acquisition and Application

The students shall:

1.1 Continue to develop and expand their visual language base.

1.2 Continue to understand that the ultimate purpose for observing is more than merely seeing; it is to gain meaning (visual literacy).

  1.2a Recognize that visual literacy is the result of the interrelationshp of visual images with the students' present knowledge and past experiences.

  1.2b Recognize that perceptions differ among individuals based on their present knowledge and past experiences.

1.3 Continue to develop visual memory span in varied contexts and in all content areas.

1.4 Continue to develop the ability to attend and concentrate while observing.

  1.4a Screen out competing distractions.

  1.4b Continue to discriminate and identify those visual details that are inconsistent with what is usual and expected.

1.5 Identify things that visually clutter, distract and are inappropriate to a given situation.

1.6 Begin to understand that the purposes for observing and the situations determine the strategies used.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Recognize that a variety of observable phenomena can be used as visual resources to obtain information.

2.2 Recognize that their own recorded observations can be used as valid resources for information.

3.0 Critical Thinking

The students shall:

- 3.1 Recognize varied purposes for observation.
- 3.2 Recognize that there are many types of materials and situations that require observation skills.
- 3.3 Select, and interpret cues from their environment using their vision.
  - 3.3a Identify specific descriptive properties and details.
  - 3.3b Continue to develop classification skills.
  - 3.3c Distinguish relevant from irrelevant properties and details.
  - 3.3d Recognize significant relevant details of an event.
  - 3.3e Recognize the sequence of details within an event.
  - 3.3f Recognize main idea(s) of an event.
  - 3.3g Recognize cause-effect relationships within an event.
  - 3.3h Develop the ability to summarize significant relevant details of an event.
  - 3.3i Predict outcomes, make inferences, and draw conclusions.
  - 3.3j Formulate questions.
- 3.4 Analyze and evaluate cues from their environment using their vision.
  - 3.4a Associate personal experiences and feelings to things that they have observed.
  - 3.4b Recognize the relationships among significant relevant properties and details.
  - 3.4c Make judgements about the relationships among significant relevant properties and details.
  - 3.4d Continue to recognize the differences between fact and fantasy.
  - 3.4e Begin to recognize sensory illusions.
  - 3.4f Continue to recognize that body language (posture, gesture, facial expression, position, etc.) conveys meanings.
  - 3.4g Plan ways in which ideas and information might be applied to a new situation.

4.0 Creative Expression and Response

The students shall:

4.1 Continue to create visual images by interrelating observations with their backgrounds (cultural, knowledge, experiential).

4.2 Continue to respond creatively to visual images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.3 Continue to create alternatives based on visual images formed from observations interrelated with their knowledge, cultural and experiential backgrounds (divergent thinking).

5.0 Attitude Building

The students shall:

5.1 Continue to have respect for and pride in their own perceptions of and judgements about observations they have made.

5.2 Continue to respect differing interpretations of observations that have been made.

5.3 Appreciate observation as a personal activity that can be used for solving problems, recreation, information gathering, creative expression, and for broadening their vocabulary, experiential, and knowledge bases.

5.4 Continue to develop an appreciation for a variety of viewing experiences and situations.

5.4a Continue to develop an appreciation for aesthetic qualities.

5.5 Continue to develop a respect for all observable phenomena in both formal and informal situations.

5.6 Continue to develop a desire and a willingness to observe in both formal and informal situations.

5.7 Use viewing materials in a responsible and respectful manner.

5.8 Appreciate, respect, and accept observable differences in others.

LISTENING

Grade One - Learning Outcomes

1.0 Skills Acquisition and Application

The students shall:

- 1.1 Continue to develop and expand their aural language bases (listening vocabularies).
- 1.2 Understand that the ultimate purpose for listening is more than merely hearing; it is to gain meaning.
  - 1.2a Recognize sounds and spoken words as separate entities whose meanings convey ideas by the way they are organized.
  - 1.2b Recognize the two-way (listener-speaker) responsibility for meaningful communication in all situations (one-to-one, small group, large group, audience, etc.).
- 1.3 Continue to develop auditory memory span in varied contexts and in all content areas.
  - 1.3a Increase auditory memory span for meaningful sound sequences.
  - 1.3b Increase auditory memory span for words, sentences, and paragraphs.
  - 1.3c Increase auditory memory span for other linquistic features in organized discourse. (see section 1.5).
- 1.4 Continue to develop the ability to attend and concentrate while listening.
  - 1.4a Continue to focus on the source and location of verbal and nonverbal sounds.
  - 1.4b Continue to listen selectively and screen out competing distractions.
  - 1.4c Continue to discriminate and identify sounds that deviate from those that are usual and/or from ambient noise level in any given situation.
  - 1.4d Continue to increase length of attention span.
  - 1.4e Use syntactic (order) and semantic (meaning) context clues to match their reconstructed meanings with the original message.
  - 1.4f Recognize key words in messages and materials that they have heard in order to follow directions and understand what is being asked.

1.5 Discriminate linguistic features of organized spoken discourse.

  1.5a Begin to recognize the effects of stress, pause, pitch, cadence, rhythm, emphasis, phrasing, rate, and volume on meaning.

  1.5b Distinguish auditory similarities and differences among letters, sounds, and words.

  1.5c Recognize multiple meanings of words.

1.6 Continue to identify sounds inappropriate to a given situation.

1.7 Develop sensory imagery from sounds and messages they have heard and materials that have been read to them.

  1.7a Become aware of the use of figurative language.

  1.7b Become aware of the use of alliteration and onomatopoeia.

1.8 Begin to understand that the situations and the purposes for listening determine the strategies used.

1.9 Begin to develop flexibility in using concrete and abstract thinking.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Continue to understand that a variety of resources can be used auditorily to obtain information (demonstrations, presentations, discussions, interviews, recordings, etc.)

2.2 Continue to understand that resources that involve listening can be used with equal validity to other nonprint and to printed reference materials.

3.0 Critical Thinking

The students shall begin to:

3.1 Develop their aural language bases (listening vocabularies) unique to all content areas.

3.2 Recognize varied purposes and appropriate times for listening.

3.3 Recognize that there are many types of listening materials.

3.4 Recognize that there are many types of listening situations.

3.5 Select and interpret sounds, messages, and materials they have heard.

3.5a Continue to recognize that a message originates with a person who has a specific purpose (to inform, entertain, persuade, discuss, etc.).

3.5b Identify and recall specific facts and ideas.

3.5c Develop classification skills and begin to recognize relationships between and among various categories in all content areas.

3.5d Distinguish relevant from irrelevant ideas and information.

3.5e Recognize significant, relevant details.

3.5f Recognize the sequence of events and ideas.

3.5g Recognize main ideas(s).

3.5h Recognize cause-effect relationships.

3.5i Continue to recognize variations in tones and moods.

3.5j Develop the ability to summarize significant relevant details, main ideas, etc.

3.5k Predict outcomes, make inferences, and draw conclusions.

3.5l Paraphrase spoken messages.

3.5m Recognize that a question is being asked.

3.5n Answer and formulate questions (interactive listening).

3.6 Analyze and evaluate sounds, messages, and materials that they have heard.

3.6a Associate personal experiences and feelings with characters, situations, and content area information.

3.6b Make judgments about characters, situations, and content area information.

3.6c Recognize the difference between fact and fantasy.

3.6d Recognize discrepancies between the content of what they have heard and the manner in which it was expressed.

3.6e Plan ways in which ideas and information might be applied to a new situation.

3.6f Identify areas of misunderstanding in the reception of information.

3.7 Differentiate between the speaker and what is being said in order to listen objectively to the message.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to sound images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.2 Create expressive alternatives based on visual and other sensory images formed from sounds, messages, and materials that they have heard interrelated with their backgrounds (cultural, knowledge, experiential), observations, discussions, feelings, etc.

5.0 Attitude Building

The students shall:

5.1 Continue to have respect for and pride in their own perception and judgements of sounds, messages, and materials that they have heard.

5.2 Continue to respect differing interpretations of sounds, messages, and materials that have been heard.

5.3 Appreciate listening as a personal activity which can be used for solving problems, recreation, information, creative expression, and for broadening experiential and knowledge bases.

5.4 Develop an appreciation for a variety of listening experiences and situations (concerts, recitals, plays, nature, conversations, discussions, presentations, etc.).

5.4a Develop an appreciation of aesthetic qualities.

5.5 Continue to develop respect for speakers, performers, presenters, etc. when heard in audience situations.

5.6 Continue to develop respect for other audience members.

5.7 Develop a desire and a willingness to listen (critically, creatively, empathetically, etc.) in both formal and informal situations.

5.8 Use listening materials in a responsible and respectful manner.

5.9 Appreciate, respect and accept language and speech differences in others.

5.10 Develop an appreciation for power and influence of the spoken word.

5.11 Develop an appreciation for richness and depth of the English language by listening to well prepared oral interpretations of stories, poems, chants, etc.

A MODEL OF THE SPEAKING PROCESS
(Adapt to particular grade level)

PRE-SPEAKING SKILLS

I. Determine purpose and audience.

II. Choose appropriate form of speaking to achieve purpose.

III. Generate ideas and information from past experiences and knowledge.
  - A. Brainstorming
  - B. Visualizing (forming sensory imagery)

IV. Gather information using more than one source.
  - A. Seeing
    - 1. Reading-researching
    - 2. Careful observation
  - B. Listening
    - 1. Interviewing
    - 2. Attentive listening to prepared material
    - 3. Attentive listening to environmental sounds
  - C. Touching
  - D. Tasting
  - E. Smelling

V. Relate new information to past experiences and knowledge.

VI. Organize information.
  - A. Taking notes from the sources used
  - B. Mapping and/or outlining schema information
    - 1. Use the organization generated through prewriting skills to develop main ideas
    - 2. Expand main ideas according to the chosen structure (paragraph, sentence, stanza, etc.).
    - 3. Select language appropriate for the chosen audience (formal-informal, dialect, selection of adjectives, etc.)

SPEAKING SKILLS

I. Use appropriate language and register for the chosen audience (formal, informal, dialect, word choice, etc.).

II. Use appropriate voice quality, inflection, pacing, and expression.

III. Use appropriate eye-contact, posture, gestures, and poise.

IV. Articulate and enunciate words.

V. Speak precisely, clearly, logically, and coherently.

VI. Communicate thoughts and ideas in complete sentences.

RESTATING SKILLS

I. Examine spoken word.
  - A. Determine if message is understood
    - 1. Read nonverbal responses
    - 2. Ask audience questions
    - 3. Understand audiences' questions
    - 4. Evaluate self
  - B. Determine appropriate response

II. Respond to audience and self-evaluation.
  - A. Paraphrase
  - B. Restate
  - C. Reiterate
  - D. Elaborate
  - E. Summarize
  - F. Continue speaking

SPEAKING

Grade One - Learning Outcomes

1.0 Skill Acquisition and Application

General Skills Applicable to ALL Speaking Situations

The students shall:

1.1 Continue to develop and expand their oral language bases (vocabulary).

1.2 Understand that the speaker's responsibilities include communicating a specific message to a receiver, evaluating the receiver's response, and reacting appropriately (reiterate, restate, elaborate, continue speaking, etc.).

1.3 Develop their auditory memory span in order to remember a speaker's message for the purpose of asking pertinent questions and/or offering relevant comments.

1.4 Develop skill in speaking precisely, clearly, logically and coherently.

1.5 Develop skill in articulating and enunciating words.

1.6 Develop skill in using appropriate voice quality, inflection, pacing, and expression.

1.7 Develop skill in using poise, and appropriate eye-contact, posture, and gestures.

1.8 Begin to recognize the different registers (formal to informal language) they can use when speaking.

1.9 Develop skill in orally communicating thoughts and ideas in complete sentences.

1.10 Begin to experiment with alternate ways to express orally the same idea.

1.11 Begin to speak at the appropriate time and in the appropriate setting.

Skills Applicable to TWO-WAY Communication Situations

The students shall begin to:

1.12 Be active listening and speaking participants in the exchange of thoughts and ideas during discussions.

1.13 Begin to use appropriate social conventions when interjecting a comment or question, introducing one person to another, and speaking on the telephone.

1.14 Make pertinent and relevant comments when discussing a topic.

1.15 Communicate orally opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

Forms of Oral Language Experiences

The students shall:

1.16 Begin to understand the various roles and responsibilities individuals have in the following speaking situations and participate in those forms of oral communication:

- 1.16a Conversation and informal sharing
- 1.16b Formulating, asking, and answering questions
- 1.16c Using the telephone
- 1.16d Informal discussion
- 1.16e Storytelling
- 1.16f Choral presentations
- 1.16g Creative drama
- 1.16h Making introductions
- 1.16i Giving messages, directions, and explanations
- 1.16j Conducting interviews

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Understand that the Library Media Center (LMC) can be used for a variety of purposes.

2.2 Understand that the various resources available in the Library Media Center (LMC) can be used to gather information on a particular topic.

2.3 Use their own background of experiences and knowledge, and their five senses as sources of information for oral presentations.

2.4 Identify appropriate resource persons as sources of information on a particular topic for oral presentations.

3.0 Critical Thinking

The students shall:

3.1 Begin to recognize the various purposes for speaking (inform, entertain, persuade, discuss, etc.).

3.2 Begin to recognize the various situational contexts (audience, setting) for speaking.

3.3 Understand that mode of presentation includes word choice, register (formal to informal language), articulation, pacing, voice quality, poise, eye-contact, posture, gestures, and expression, and begin to recognize the various modes of presentation.

3.4 Understand that the mode of presentation is determined by the situational context.

3.5 Understand and begin to recognize relevant and irrelevant comments.

3.6 Identify areas of misunderstanding in the reception of information so they can formulate and ask appropriate and clearly stated questions for clarification.

3.7 Understand the various types of questions and respond appropriately to them.

3.8 Sequence their ideas in order to communicate orally in a clear and logical manner.

3.9 Recognize and begin to identify their main ideas so that they can orally communicate the major points and supporting details in a clear and logical manner.

3.10 Begin to identify and formulate pertinent and appropriate questions to gather information on a specific topic and begin to phrase them in a clear and logical manner.

4.0 Creative Expression and Response

The students shall:

4.1 Create and express visual and other sensory images when sharing informally telling stories, and sharing choral presentations and creative drama.

5.0 Attitude Building

The students shall:

5.1 Appreciate and respect cultural and geographic variances in speech.

5.2 Appreciate and respect ideas and opinions that are different from their own ideas and opinions.

5.3 Be aware of the importance of orally communicating opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful and respectful manner.

5.4 Continue to develop increased confidence in their own speaking abilities and appreciate others' speaking abilities.

5.5 Take responsibility for contributing to the development of an atmosphere devoid of undue criticism and judgement so that others feel free to share their ideas.

5.6 Continue to develop a desire and willingness to share ideas, stories, poems, etc. using the various forms of oral communication.

5.7 Be aware of the importance of the speaker's responsibilities in evaluating the receiver's response and reacting appropriately (reiterate, restate, elaborate, continue speaking) in addition to communicating a specific message.

5.8 Discriminate between the speaker and what she/he says in order to listen objectively to a speaker's message and respond appropriately.

5.9 Develop an appreciation for the power and influence of the spoken word.

5.10 Be aware of and take responsibility for the potential impact of their own spoken words on others.

5.11 Develop a growing appreciation for the richness and depth of the English language by sharing and listening to well-prepared oral interpretations of stories, poems, chants, plays, etc.

5.12 Be aware of the importance of precision, clarity, and logical thinking in verbal expressions of thoughts and ideas.

5.13 Be aware of the importance of articulation, enunciation, and coherence when verbally communicating thoughts and ideas.

5.14 Be aware of the importance of voice quality, inflection, pacing, and expression when verbally communicating thoughts and ideas.

5.15 Be aware of the importance of poise, eye-contact, posture, and gestures when verbally communicating thoughts and ideas.

READING

Grade One - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

- 1.1 Continue to develop and expand their oral language bases (vocabulary).
- 1.2 Understand that the ultimate purpose for reading is more than mere pronunciation; it is to gain meaning.
  - 1.2a Understand that words in written and spoken communication are separate entities, whose meanings convey ideas by the way they are organized.
  - 1.2b Understand that their own thoughts and ideas can be encoded into graphic form (words) for themselves and others to read.
- 1.3 Understand that there is a wide variety of available reading materials which includes trade books, newspapers, magazines, pamphlets, basals, poems, etc.
- 1.4 Develop their visual memory span in order to remember graphic forms.
- 1.5 Develop sensory imagery from materials that have been read to them and that they have read themselves.
  - 1.5a Become aware of the use of figurative language (similes, metaphors, personification).
  - 1.5b Become aware of the use of alliteration (bees buzz) and onomatopoeia (v-room!, pow!).
- 1.6 Develop a basic sight word vocabulary comprised of meaningful words from their experiences (key words).
- 1.7 Understand concepts related to position and directionality (top, bottom, left, right, etc.).
  - 1.7a Apply left-to-right sequence when reading standar written form.
  - 1.7b Become aware of deviations from left-to-right sequence in all content area materials.
- 1.8 Recognize linguistic properties of letters, words, and sentences.
  - 1.8a Associate the names of the letters of the alphabet with their written symbols.
  - 1.8b Understand the differences among letters, words, and sentences.

1.8c Distinguish visual and auditory similarities and differences among letters and words.

1.8d Recognize and generate rhyming words.

1.9 Develop word analysis skills to decode unknown words.

1.9a Make letter-sound associations for initial and final consonants, consonant blends, consonant digraphs, and long and short vowels (phonics).

1.9b Begin to make letter-sound associations for vowel combinations: ea, ee, ai, ou, etc.,; and r-controlled vowels: ar, ir, etc. (phonics).

1.9c Begin to recognize and decode inflectional endings: ing, s, ed, es, etc. (structural analysis).

1.9d Begin to recognize and decode common word families: an, at, in, on, etc. (structural analysis).

1.9e Begin to develop skill in substituting initial and final consonant sounds for common word families: bat-cat, hit-hid, etc. (structural analysis).

1.9f Begin to recognize and decode compound words and contractions (structural analysis).

1.9g Begin to recognize and decode words that have the consonant-vowel-consonant pattern.

1.10 Develop use of context clues to decode word meaning and word pronunciation.

1.10a Use picture clues.

1.10b Use grammatical (syntactic) and meaning (semantic) clues.

1.11 Begin to understand that not all words can be decoded by using phonic generalizations.

1.12 Begin to understand that context clues should always be the first cue to be used to decode unknown words in continuous text.

1.13 Begin to learn how to integrate context clues with word analysis skills to decode unknown words in continuous text.

1.14 Begin to develop predicting, confirming, and self-correcting strategies when reading all types of written material including content area materials.

1.15 Become aware that the purposes for reading determine the strategies used.

1.15a Begin to read orally for sharing in true audience situations using appropriate rate, fluency, and expression.

1.15b Become aware of silent reading as a personal activity.

1.15c Begin to develop skill in surveying books for the purposes of determining content organization, content overview, and formulating questions for purposeful reading.

1.15d Begin to develop skill in scanning for specific information and skimming for general overview of the content.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Begin to understand that the Library Media Center (LMC) can be used for a variety of purposes.

2.2 Recognize the parts of a book.

2.3 Begin to use pictures and nonprint media for specific purposes.

2.4 Become acquainted with reference materials.

3.0 Critical Thinking

The students shall:

3.1 Recognize varied purposes for reading.

3.2 Recognize that there are many types of reading materials.

3.3 Interpret materials that have been read to them and begin to interpret materials that they have read themselves.

3.3a Recognize that an author is a person with specific purpose(s) for encoding ideas.

3.3b Develop classification skills.

3.3c Recognize the sequence of events.

3.3d Recognize main ideas.

3.3e Recognize cause-effect relationships.

3.3f Recognize variations in tones and moods in literature.

3.3g Develop the ability to summarize.

3.3h Begin to predict outcomes, make inferences, and draw conclusions.

3.3i Begin to recognize techniques used to portray characters.

3.4 Evaluate materials that have been read to them and begin to evaluate materials that they have read themselves.

  3.4a Relate personal experiences and feelings to characters, situations, and content area information.

  3.4b Make judgements about characters, situations, and content area information.

  3.4c Begin to recognize the difference between fact and fantasy.

3.5 Identify and recall specific facts and ideas from materials that have been read to them, and begin to identify and recall specific facts and ideas from materials that they have read themselves.

  3.5a Distinguish relevant from irrelevant information.

  3.5b Recognize significant, relevant details.

4.0 Creative Expression and Response

The students shall:

4.1 Respond creatively to materials that have been read to them or that they have read themselves.

  4.1a Create and express visual and other sensory images through drawings, paintings, creative writings, choral presentations, rehearsed readings, poetry, dramatics, discussions, and/or other art forms.

5.0 Attitude Building

The students shall:

5.1 Begin to develop the understanding that reading is a personal activity which can be used for solving problems, recreation, gaining information, and for broadening their experiential and knowledge base.

5.2 Show an interest in books and a desire to read.

5.3 Develop an appreciation for literature.

5.4 Use print and nonprint materials in a responsible and respectful manner.

WRITING

Grade One - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

- 1.1 Continue to develop the understanding that the purpose of written communication is to convey meaning and feelings from writer to receiver.
  - 1.1a Understand the relationship of thoughts and spoken language to written language.
  - 1.1b Understand that writing is a record of thought.
- 1.2 Continue to develop the understanding that writing forms vary according to purpose and audience.
  - 1.2a Be aware that writing forms have different formats and structures associated with them (e.g., letters, poems, and stories).
- 1.3 Become aware of and use different kinds of writing.
  - 1.3a Dictate and begin to write stories (experience and imaginative).
  - 1.3b Dictate and begin to write poems.
  - 1.3c Dictate and begin to write letters.
  - 1.3d Represent sequence of events through pictorial representation.
  - 1.3e Write their complete names and begin to write titles and captions.
- 1.4 Begin to understand the importance of the organization of ideas and their placement on the page (format).
  - 1.4a Generate and organize ideas through brainstorming.
  - 1.4b Group and sequence ideas.
  - 1.4c Give structure to stories (beginning, middle, ending).
  - 1.4d Begin to use simple sentences.
  - 1.4e Understand left to right and top to bottom organization of page.
  - 1.4f Understand the importance of name placement on assignments.

1.5 Continue to develop and expand a written vocabulary.

1.6 Begin to use manuscript letter formation and understand the importance of legibility.

1.7 Continue to acquire knowledge and skills necessary for accuracy and clarity in written communication.

  1.7a Continue to develop a sense of standard and non-standard usage.

  1.7b Continue to develop visual memory skills in preparation for formal spelling.

  1.7c Begin to recognize and use capital letters for proper nouns, the pronoun "I", and the first word in a sentence.

  1.7d Begin to recognize and use ending punctuation and other uses for the period (abbreviations, initials, etc.).

1.8 Be aware that written communication may be edited, revised, and proofread to make sure that others understand what the writer wishes to say.

  1.8a Evaluate the effectiveness of writing and make suggestions for improvements.

  1.8b Proofread written material for proper capitalization and letter formation.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Be aware that experiential background is a primary source of information and ideas for writing.

  2.1a Use brainstorming techniques to draw upon present knowledge and past experiences.

  2.1b Use visualization as a tool in forming sensory images.

2.2 Be aware that printed material is a valuable source of information and ideas for writing, as it contains the thoughts and ideas of others.

2.3 Be aware that careful observation is valuable in gathering information and ideas for writing.

2.4 Be aware that listening to other people, media, and environmental sounds provides valuable information for writing.

2.5 Continue to gather information through the senses of sight, hearing, touch, taste, and smell.

3.0 Critical Thinking (These critical thinking skills will be developed through oral questioning and dictation strategies directed by the teacher.)

The students shall begin to:

3.1 Use a selective process to determine:
Purpose for communicating.
Topic to be developed.
Information and ideas to develop the topic.
Form the writing will take (story, poem, letter).
Language appropriate to the audience.

3.2 Categorize information and ideas for written communication.

3.3 Analyze ideas for appropriate sequencing (from most important to least important, from the first to occur to the last to occur, etc.).

3.4 Summarize information and ideas.

3.5 Evaluate the effectiveness of written communication (Does it make sense?, Does it sound right?, etc.).

4.0 Creative Expression and Response

The students shall:

4.1 Begin to develop fluency in written language expression.

4.2 Begin to explore and experiment with different content, writing forms, and language.

4.3 Continue to develop originality through imaginative expression of ideas and selection of words.

5.0 Attitude Building

The student shall continue to:

5.1 Develop an enthusiasm for researching, the process of writing, and the finished product.

5.2 Take pride in the clarity, accuracy, and neatness of the product.

5.3 Develop perseverance in the complex writing process.

5.4 Develop an appreciation for the value of written communication.

5.5 Develop an appreciation of the originality and style of written communication.

5.6 Develop respect for the integrity of the writing of others.

5.7 Find self-fulfillment and satisfaction through written communication.

Grade Level Description

Observing:

In second grade, students continue to refine and expand their ability to gain meaning through observation by becoming discriminating observers. They learn varied purposes for observing and continue to develop appropriate strategies to gain meaning. Always, students are asked to relate what they observe to their present knowledge and experiential background. They continue to increase their ability to attend and concentrate while observing and reacting, and they continue to develop visual memory skills. Observing for aesthetic purposes is stressed, as well as observing to gain meaning.

Listening:

Students should continue to learn how to listen and be able to attend and concentrate for longer lengths of time in different listening situations. They should recognize various purposes for listening and know that the purposes and the situations determine how they will listen. They should follow directions and answer questions of increasing complexity. The teacher continues to read to the students and to lead them in discussions in order to develop their listening comprehension and thinking skills. Their listening vocabularies expand with continued exposure to the languages unique to the various content areas.

Speaking:

Students continue to develop increased confidence in their own speaking abilities. Using appropriate social courtesies and having respect for others' ideas are emphasized and developed. Students are introduced to and taught how to present informal reports orally. Critical thinking skills used to organize, sequence, and present ideas are expanded.

Reading:

Students continue to build their basic sight vocabulary. More word analysis skills are taught, but the emphasis is still on using word analysis skills in conjunction with context clues when reading. Students are expected to self-correct oral reading errors that do not make sense. Directionality variations in content area materials are explored and taught. Interpretive and evaluative reading comprehension skills are developed.

Writing:

In second grade, students should be able to write simple stories, poems, reports, and letters with assistance. Selected writing samples should be revised, edited, proofread, and recopied if necessary. Students should have developed fluency and speed in manuscript writing by the end of second grade.* Formal spelling lists begin in grade two.

*Cursive writing may be introduced in second grade, but its introduction is not required until third grade.

Grade Level Objectives
Grade Two

The following objectives are based upon the general goals of Language Arts for the district.

The students shall:

1. Continue to develop and expand skills for reading and writing and for purposeful observing, listening, and speaking. (1, 2, 4, 7, 9, 12)

2. Continue to understand that there are specific and interrelated purposes for observing, listening, speaking, reading, and writing. (4, 5, 8, 10)

3. Continue to use their own knowledge, experiential background, and a variety of other resources to obtain information. (1, 2, 7, 12)

4. Continue to develop and expand the knowledge base and thinking skills that will enable them to express themselves effectively and comprehend information they receive. (1, 2, 3, 4, 5, 9)

5. Begin to evaluate and to critique their own written and spoken communication and that of others for achievement of purpose, orginality, content, clarity, and appropriateness of word choice. (1, 2, 4, 12, 13)

6. Continue to value open communication and the ideas and opinions expressed through this process. (3, 6, 9)

7. Continue to appreciate creative expression in all forms of language communication as a means of enhancing the aesthetic quality of their lives. (3, 6, 10, 11, 13)

8. Continue to respond creatively in a variety of forms to what they have experienced and learned. (3, 6, 8, 12, 13)

OBSERVING

Grade Two - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

1.1 Continue to develop and expand their visual language base.

1.2 Continue to understand that the ultimate purpose of observing is more than merely seeing; it is to gain meaning (visual literacy).

1.2a Continue to recognize that visual literacy is the result of the interrelationship of visual images with their present knowledge and past experiences.

1.2b Continue to recognize that perceptions differ among individuals based on their present knowledge and past experiences.

1.3 Continue to develop visual memory span in varied contexts and in all content areas.

1.4 Continue to develop the ability to attend and concentrate while observing.

1.4a Continue to screen out competing distractions.

1.4b Continue to discriminate and identify those visual details that are inconsistent with what is usual and expected.

1.5 Continue to identify things that visually clutter, distract and are inappropriate to a given situation.

1.6 Understand that the purposes for observing and the situations determine the strategies.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Continue to recognize that a variety of observable phenomena can be used as visual resources to obtain information.

2.2 Continue to recognize that their own recorded observations can be used as valid resources for information.

2.3 Begin to use a variety of resource materials to obtain information on a specific topic.

3.0 Critical Thinking

The students shall:

- 3.1 Continue to recognize varied purposes for observation.
- 3.2 Continue to recognize that there are many types of materials and situations which require observation skills.
- 3.3 Continue to select and interpret cues from their environment using their vision.
    - 3.3a Continue to identify specific descriptive properties and details.
    - 3.3b Continue to develop classification skills.
    - 3.3c Continue to distinguish relevant from irrelevant properties and details.
    - 3.3d Continue to recognize significant relevant details of an event.
    - 3.3e Continue to recognize the sequence of details within an event.
    - 3.3f Continue to recognize the main idea(s) of an event.
    - 3.3g Continue to recognize cause-effect relationships within an event.
    - 3.3h Continue to develop the ability to summarize significant relevant details of an event.
    - 3.3i Continue to predict outcomes, make inferences, and draw conclusions.
    - 3.3j Continue to formulate questions.
- 3.4 Continue to analyze and evaluate cues from their environment using their vision.
    - 3.4a Continue to associate personal experiences and feelings to things that they have observed.
    - 3.4b Continue to recognize the relationships among significant relevant properties and details.
    - 3.4c Continue to make judgements about the relationships among significant relevant details.
    - 3.4d Begin to distinguish fact from fantasy based on supporting details.
    - 3.4e Recognize sensory illusions.

3.4f Begin to evaluate the meanings conveyed by body language (posture, gesture, facial expression, position, etc.).

3.4g Continue to plan ways in which ideas and information might be applied to a new situation.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create visual images by interrelating observations with their backgrounds (cultural, knowledge, experiential).

4.2 Respond creatively to visual images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.3 Create alternatives based on visual images formed from observations interrelated with knowledge, experiential and cultural backgrounds (divergent thinking).

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perceptions of and judgements about observations they have made.

5.2 Respect differing interpretations of observations that have been made.

5.3 Appreciate observation as a personal activity that can be used for solving problems, recreation, information gathering, creative expression, and for broadening their vocabulary, experiential and knowledge bases.

5.4 Develop an appreciation for a variety of viewing experiences and situations.

5.4a Develop an appreciation of aesthetic qualities.

5.5 Develop respect for all observable phenomena in both formal and informal situations.

5.6 Develop a desire and willingness to observe in both formal and informal situations.

5.7 Use viewing materials in a responsible and respectful manner.

5.8 Appreciate, respect, and accept observable differences in others.

Grade Two - Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Continue to develop and expand their aural language bases (listening vocabularies).

1.2 Continue to understand that the ultimate purpose for listening is more than merely hearing; it is to gain meaning.

  1.2a Continue to recognize sounds and spoken words as separate entities whose meanings convey ideas by the way they are organized.

  1.2b Continue to recognize the two-way (listener-speaker) responsibility for meaningful communication in all situations (one-to-one small group, large group, audience, etc.).

1.3 Continue to develop auditory memory span in varied contexts and in all content areas.

  1.3a Continue to increase auditory memory span for meaningful sound sequences.

  1.3b Continue to increase auditory memory span for words, sentences, and paragraphs.

  1.3c Continue to increase auditory memory span for other linquistic features in organized discourse. (see section 1.5).

1.4 Continue to develop the ability to attend and concentrate while listening.

  1.4a Continue to focus on the source and location of verbal and nonverbal sounds.

  1.4b Continue to listen selectively and screen out competing distractions.

  1.4c Continue to discriminate and identify sounds that deviate from those that are usual and/or from ambient noise level in any given situation.

  1.4d Continue to increase length of attention span.

  1.4e Use syntactic (order) and semantic (meaning) context clues to match their reconstructed meanings with the original message.

    - 1.4f Recognize key words in messages and materials that they have heard in order to follow directions, and understand what is being asked.

- 1.5 Continue to discriminate linguistic features of organized spoken discourse.
    - 1.5a Recognize the effects of stress, pause, pitch, cadence, rhythm, emphasis, phrasing, rate, and volume on meaning.
    - 1.5b Continue to distinguish auditory similarities and differences among letters, sounds, and words.
    - 1.5c Continue to recognize multiple meanings of words.
- 1.6 Continue to identify sounds inappropriate to a given situation.
- 1.7 Continue to develop sensory imagery from sounds and messages they have heard and materials that have been read to them.
    - 1.7a Continue to develop awareness of the use of figurative language.
    - 1.7b Continue to develop awareness of the use of alliteration and onomatopoeia.
- 1.8 Understand that the situations and the purposes for listening determine the strategies used.
- 1.9 Develop flexibility in using concrete and abstract thinking.

2.0 Use of Resources

The students shall:

- 2.1 Continue to understand that a variety of resources can be used auditorily to obtain information (demonstrations, presentations, discussions, interviews, recordings, etc.)
- 2.2 Continue to understand that resources that involve listening can be used with equal validity to other nonprint and to printed reference materials.
- 2.3 Begin to use a variety of resource materials to obtain material for a specific topic.

3.0 Critical Thinking

The students shall:

3.1 Continue to develop their aural language bases (listening vocabularies) unique to all content areas.

3.2 Continue to recognize varied purposes and appropriate times for listening.

3.3 Continue to recognize and use a variety of materials for varied purposes.

3.4 Continue to recognize that there are many types of listening situations.

3.5 Continue to select and interpret sounds, messages, and materials they have heard.

3.5a Continue to recognize that a message originates with a person who has a specific purpose (to inform, entertain, persuade, discuss, etc.).

3.5b Continue to identify and recall specific facts and ideas.

3.5c Continue to develop classification skills and recognize relationships between and among various categories in all content areas.

3.5d Continue to distinguish relevant from irrelevant ideas and information.

3.5e Continue to recognize significant, relevant details.

3.5f Continue to recognize the sequence of events and ideas.

3.5g Continue to recognize main ideas(s).

3.5h Continue to recognize cause-effect relationships.

3.5i Continue to recognize variations in tones and moods.

3.5j Continue to develop the ability to summarize significant relevant details, main ideas, etc.

3.5k Continue to predict outcomes, make inferences, and draw conclusions.

3.5l Continue to paraphrase.

3.5m Continue to recognize that a question is being asked.

3.5n Continue to answer and formulate questions (interactive listening).

3.6 Continue to analyze and evaluate sounds, messages, and materials that they have heard.

  3.6a Continue to associate personal experiences and feelings to characters, situations, and content area information.

  3.6b Continue to make judgements about characters, situations, and content area information.

  3.6c Continue to recognize the difference between fact and fantasy.

  3.6d Continue to recognize discrepancies between the content of what they have heard and the manner in which it was expressed.

  3.6e Continue to plan ways in which ideas and information might be applied to a new situation.

  3.6f Continue to identify areas of misunderstanding in the reception of information.

  3.6g Inspect, compare, and contrast appropriateness and appeal of descriptive words and phrases.

3.7 Continue to differentiate between the speaker and what is being said in order to listen objectively to the message.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to sound images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.2 Create expressive alternatives based on visual and other sensory images formed from sounds, messages, and materials that they have heard interrelated with their backgrounds (cultural, knowledge, experiential), observations, discussions, feelings, etc.

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perception and judgements of sounds, messages, and materials that they have heard.

5.2 Respect differing interpretations of sounds, messages, and materials that have been heard.

5.3 Appreciate listening as a personal activity which can be used for solving problems, recreation, information, creative expression; and for broadening experiential and knowledge bases.

5.4 Develop an appreciation for a variety of listening experiences and situations (concerts, recitals, plays, nature, conversations, discussions, presentations, etc.).

5.4a Develop an appreciation of esthetic qualities.

5.5 Develop respect for speakers, performers, presenters, etc. when heard in audience situations.

5.6 Develop respect for other audience members.

5.7 Develop a desire and a willingness to listen (critically, creatively, empathetically, etc.) in both formal and informal situations.

5.8 Use listening materials in a responsible and respectful manner.

5.9 Appreciate, respect and accept language and speech differences in others.

5.10 Develop an appreciation for power and influence of the spoken word.

5.11 Develop an appreciation for richness and depth of the English language by listening to well prepared oral interpretations of stories, poems, chants, etc.

A MODEL OF THE SPEAKING PROCESS
(Adapt to particular grade level)

PRE-SPEAKING SKILLS

I. Determine purpose and audience.

II. Choose appropriate form of speaking to achieve purpose.

III. Generate ideas and information from past experiences and knowledge.
  A. Brainstorming
  B. Visualizing (forming sensory imagery)

IV. Gather information using more than one source.
  A. Seeing
    1. Reading-researching
    2. Careful observation
  B. Listening
    1. Interviewing
    2. Attentive listening to prepared material
    3. Attentive listening to environmental sounds
  C. Touching
  D. Tasting
  E. Smelling

V. Relate new information to past experiences and knowledge.

VI. Organize information.
  A. Taking notes from the sources used
  B. Mapping and/or outlining schema information
    1. Use the organization generated through prewriting skills to develop main ideas
    2. Expand main ideas according to the chosen structure (paragraph, sentence, stanza, etc.).
    3. Select language appropriate for the chosen audience (formal-informal, dialect, selection of adjectives, etc.)

SPEAKING SKILLS

I. Use appropriate language and register for the chosen audience (formal, informal, dialect, word choice, etc.).

II. Use appropriate voice quality, inflection, pacing, and expression.

III. Use appropriate eye-contact, posture, gestures, and poise.

IV. Articulate and enunciate words.

V. Speak precisely, clearly, logically, and coherently.

VI. Communicate thoughts and ideas in complete sentences.

RESTATING SKILLS

I. Examine spoken word.
  A. Determine if message is understood
    1. Read nonverbal responses
    2. Ask audience questions
    3. Understand audiences' questions
    4. Evaluate self
  B. Determine appropriate response

II. Respond to audience and self-evaluation.
  A. Paraphrase
  B. Restate
  C. Reiterate
  D. Elaborate
  E. Summarize
  F. Continue speaking

SPEAKING

Grade Two - Learning Outcomes

1.0 Skill Acquisition and Application

General Skills Applicable to ALL Speaking Situations

The students shall:

1.1 Continue to develop and expand their oral language bases (vocabulary).

1.2 Continue to understand that the speaker's responsibilities include communicating a specific message to a receiver, evaluating the receiver's response, and reacting appropriately (reiterate, restate, elaborate, continue speaking, etc.)

1.3 Continue to develop their auditory memory span in order to remember a speaker's message for the purpose of asking pertinent questions and/or offering relevant comments.

1.4 Continue to develop skill in speaking precisely, clearly, logically, and coherently.

1.5 Continue to develop skill in articulating and enunciating words.

1.6 Continue to develop skill in using appropriate voice quality, inflection, pacing, and expression.

1.7 Continue to develop skill in using poise, and appropriate eye-contact, posture, and gestures.

1.8 Recognize and begin to identify the different registers (formal to informal language) they can use when speaking.

1.9 Continue to develop skill in orally communicating thoughts and ideas in complete sentences.

1.10 Experiment with alternate ways to express orally the same idea.

1.11 Speak at the appropriate time and in the appropirate setting.

Skills Applicable to TWO-WAY Communication Situations

The students shall:

1.12 Be active listening and speaking participants in the exchange of thoughts and ideas during discussions.

1.13 Use appropriate social conventions when interjecting a comment or question, introducing one person to another, and speaking on the telephone.

1.14 Make pertinent and relevant comments when discussing a topic.

1.15 Communicate orally opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

Forms of Oral Language Expreiences

The students shall:

1.16 Understand the various roles and responsibilities individuals have in the following speaking situations and participate in those forms of oral communication.

1.16a Conversation and informal sharing

1.16b Formulating, asking, and answering questions

1.16c Using the telephone

1.16d Informal and directed discussions

1.16e Storytelling

1.16f Choral presentations and rehearsed readings

1.16g Creative drama

1.16h Making introductions

1.16i Giving messages, directions, and explanations

1.16j Conducting interviews

1.16k Informal reporting

2.0 Use of Resources (for more detail refer to the Library Media Skills Curriculum Guide.)

The students shall:

2.1 Begin to use the Library Media Center (LMC) to gather information for oral presentations.

2.2 Begin to use a variety of resources from the Library Media Center (LMC) to gather information on a particular topic for oral presentations.

2.3 Continue to use their own background of experiences and knowledge, and their five senses as sources of information for oral presentations.

2.4 Continue to identify and use appropriate resource persons as sources of information on a particular topic for oral presentations.

3.0 Critical Thinking

The students shall:

3.1 Recognize and begin to identify the various purposes for speaking (inform, entertain, persuade, discuss, etc.).

3.2 Recognize and begin to identify various situational contexts (audience, setting) for speaking.

3.3 Recognize and begin to identify the various modes of presentation which include word choice, register (formal to informal language), articulation, pacing, voice quality, poise, eye-contact, posture, gestures, and expression.

3.4 Begin to compare modes of presentation with situational contexts.

3.5 Recognize and begin to identify relevant and irrelevant comments.

3.6 Continue to identify areas of misunderstanding in the reception of information so they can formulate and ask appropriate and clearly stated questions for clarification.

3.7 Continue to understand the various types of questions and respond appropriately to them.

3.8 Continue to sequence their ideas in order to communicate orally in a clear and logical manner.

3.9 Continue to recognize and identify their main ideas so that they can orally communicate the major points and supporting details in a clear and logical manner.

3.10 Identify and formulate pertinent and appropriate questions to gather information on a specific topic and phrase them in a clear and logical manner.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create and express visual and other sensory images when telling stories, sharing informally, and sharing choral presentations, rehearsed readings, and creative drama.

5.0 Attitude Building

The students shall continue to:

5.1 Appreciate and respect cultural and geographic variances in speech.

5.2 Appreciate and respect ideas and opinions that are different from their own ideas and opinions.

5.3 Be aware of the importance of orally communicating opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

5.4 Develop increased confidence in their own speaking abilities and appreciate others' speaking abilities.

5.5 Take responsibility for contributing to the development of an atmosphere devoid of undue criticism and judgement so that others feel free to share their ideas.

5.6 Develop a desire and willingness to share ideas, stories, poems, etc. using the various forms of oral communication.

5.7 Be aware of the importance of the speaker's responsibilities in evaluating the receiver's response and reacting appropriately (reiterate, restate, elaborate, continue speaking) in addition to communicating a specific message.

5.8 Discriminate between the speaker and what she/he says in order to listen objectively to a speaker's message and respond appropriately.

5.9 Develop an appreciation for the power and influence of the spoken word.

5.10 Be aware of and take responsibility for the potential impact of their own spoken words on others.

5.11 Develop a growing appreciation for the richness and depth of the English language by sharing and listening to well-prepared oral interpretations of stories, poems, chants, plays, etc.

5.12 Be aware of the importance of precision, clarity, and logical thinking in verbal expressions of thoughts and ideas.

5.13 Be aware of the importance of articulation, enunciation, and coherence when verbally communicating thoughts and ideas.

5.14 Be aware of the importance of voice quality, inflection, pacing, and expression when verbally communicating thoughts and ideas.

5.15 Be aware of the importance of poise, eye-contact, posture, and gestures when verbally communicating thoughts and ideas.

READING

Grade Two - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

1.1 Continue to develop and expand their oral language bases (vocabulary).

1.2 Read to gain meaning, rather than merely to pronounce.

  1.2a Continue to understand that words in written and spoken communication are separate entities, whose meanings convey ideas by the way they are organized.

  1.2b Continue to understand that their own thoughts and ideas can be encoded into graphic form (words) for themselves and others to read.

1.3 Begin to read a wide variety of available materials which includes trade books, newspapers, magazines, pamphlets, basals, poems, etc.

1.4 Continue to develop their visual memory span in order to remember graphic forms.

1.5 Continue to develop sensory imagery.

  1.5a Continue to develop awareness of the use of figurative language (similes, metaphors, personification).

  1.5b Continue to develop awareness of the use of alliteration (bees buzz) and onomatopoeia (v-room!, pow!).

1.6 Broaden their basic sight word vocabulary comprised of meaningful words from their experiences (key words).

1.7 Recognize directionality variations in all content area materials (math problems, texts, workbooks, etc.).

1.8 Understand the linguistic properties of letters, words, and sentences.

  1.8a Begin to develop alphabetizing skills.

  1.8b Continue to understand the differences among letters, words, and sentences.

  1.8c Continue to distinguish visual and auditory similarities and differences among letters and words.

  1.8d Continue to recognize and generate rhyming words.

1.8e Begin to recognize homonyms (ate-eight), synonyms (large-big), antonyms (fat-skinny), homographs (live, tear), and words with multiple meanings (bark).

1.8f Begin to understand that an idea can be expressed in a variety of ways.

1.9 Continue to develop word analysis skills to decode unknown words.

1.9a Continue to make letter-sound associations for initial and final consonants, consonant blends, consonant digraphs, and long and short vowels (phonics).

1.9b Make letter-sound associations for vowel combinations: ea, ee, ai, ou, etc.,; and r-controlled vowels: ar, ir, etc. (phonics).

1.9c Recognize and decode inflectional endings: ing, s, ed, es, etc. (structural analysis).

1.9d Recognize and decode common word families: an, at, in, on, etc. (structural analysis).

1.9e Develop skill in substituting initial and final consonant sounds for common word families: bat-cat, hit-hid, etc. (structural analysis).

1.9f Recognize and decode compound words and contractions (structural analysis).

1.9g Begin to recognize root words, prefixes, suffixes, and common syllables (structural analysis).

1.9h Decode words that have the consonant-vowel-consonant pattern.

1.9i Begin to decode words that have the consonant-vowel-consonant-final e pattern.

1.10 Continue to develop use of context clues to decode word meaning and word pronunciation.

1.10a Continue to use picture clues.

1.10b Continue to use grammatical (syntactic) and meaning (semantic) clues.

1.11 Understand that not all words can be decoded by using phonic generalizations.

1.12 Understand that context clues should always be the first cue to be used to decode unknown words in continuous text.

1.13 Integrate context clues with word analysis skills to decode unknown words in continuous text.

1.14 Use predicting, confirming, and self-correcting strategies when reading all types of written material including content area materials.

1.15 Understand that the purposes for reading determine the strategies used.

  1.15a Read orally for sharing in true audience situations using appropriate rate, fluency, and expression.

  1.15b Recognize that silent reading involves different stragegies from oral reading and that these strategies may differ among individuals.

  1.15c Develop skill in surveying books for the purposes of determining content organization, content overview, and formulating questions for purposeful reading.

  1.15d Develop skill in scanning for specific information and skimming for general overview of the content.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Begin to use the Library Media Center (LMC) for a variety of purposes.

2.2 Use the parts of a book appropriately.

2.3 Use pictures and nonprint media for specific purposes.

2.4 Begin to use reference materials.

2.5 Begin to use charts, graphs, and maps for information.

3.0 Critical Thinking

The students shall:

3.1 Continue to recognize varied purposes for reading.

3.2 Continue to recognize that there are many types of reading materials.

  3.2a Recognize the differences between fiction and non-fiction.

  3.2b Become aware that there are many types of fiction and non-fiction.

3.3 Continue to interpret materials that have been read to them and materials that they have read themselves.

  3.3a Continue to recognize that an author is a person with specific purpose(s) for encoding ideas.

3.3b Continue to develop classification skills and begin to recognize relationships between and among various categories.

3.3c Recognize the sequence of events in narrative and expository writing.

3.3d Begin to recognize the main idea in sentences and paragraphs in narrative and expository writing.

3.3e Continue to recognize cause-effect relationships.

3.3f Continue to recognize variations in tones and moods in literature.

3.3g Continue to develop the ability to summarize.

3.3h Continue to predict outcomes, make inferences, and draw conclusions.

3.3i Recognize techniques used to portray characters.

3.4 Continue to evaluate materials that have been read to them and materials that they have read themselves.

3.4a Continue to relate personal experiences and feelings to characters, situations, and content area information.

3.4b Continue to make judgements about characters, situations, and content area information.

3.4c Recognize the difference between fact and fantasy.

3.5 Continue to identify and recall specific facts and ideas from materials that have been read to them, and identify and recall specific facts and ideas from materials that they have read themselves.

3.5a Continue to distinguish relevant from irrelevant information.

3.5b Continue to recognize significant, relevant details.

4.0 Creative Expression and Response

The students shall:

4.1 Respond creatively to materials that have been read themselves or that have been read to them.

4.1a Create and express visual and other sensory images through drawings, paintings, creative writings, choral presentations, rehearsed readings, poetry, dramatics, discussions, and/or other art forms.

5.0 Attitude Building

The students shall:

5.1 Understand that reading is a personal activity and begin to use reading for solving problems, recreation, gaining information, and for broadening their experiential and knowledge base.

5.2 Continue to show an interest in books and a desire to read.

5.3 Continue to develop an appreciation for literature.

5.4 Continue to use print and nonprint materials in a responsible and respectful manner.

WRITING

Grade Two - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

- 1.1 Understand that the purpose of written communication is to convey meaning and feelings from writer to receiver.
  - 1.1a Understand the relationship of thoughts and spoken language to written language.
  - 1.1b Understand that writing is a record of thought.
- 1.2 Continue to develop the understanding that writing forms vary according to purpose and audience.
  - 1.2a Begin to understand that writing forms have different formats and structures associated with them (stories, poems, letters, etc.).
- 1.3 Become aware of and use different kinds of writing.
  - 1.3a Dictate and write stories (experience and imaginative).
  - 1.3b Dictate and write poems.
    - 1) Become aware of poetic devices (alliteration and onomatopoeia).
  - 1.3c Begin personal writing (journals, diaries, etc.).
  - 1.3d Write letters.
  - 1.3e Begin to write simple reports.
  - 1.3f Write titles and captions.
- 1.4 Understand the importance of the organization of ideas and their placement on the page (format).
  - 1.4a Continue to generate and organize ideas through brainstorming.
  - 1.4b Continue to group and sequence ideas.
  - 1.4c Continue to give structure to stories (beginning, middle, ending).

- 1.4d Begin to learn about and use simple poetic structures.
- 1.4e Use simple sentences and become aware of different kinds of sentences (declarative, interrogative, and exclamatory).
- 1.4f Know the importance of name placement on assignments.
- 1.4g Use left to right and top to bottom organization and become aware of margins and indentation.

1.5 Continue to develop and expand a written vocabulary.

*1.6 Refine manuscript letter formation and continue to understand the importance of legibility.

1.7 Continue to acquire knowledge and skills necessary for accuracy and clarity in written communication.

- 1.7a Continue to develop a sense of standard and non-standard usage and begin to make appropriate selection.
- 1.7b Use visual memory skills in spelling and begin to understand phonetic generalizations that apply to large numbers of words.
- 1.7c Recognize and use capital letters for proper nouns, the pronoun "I", the first word of sentences, titles abbreviations, and initals.
- 1.7d Recognize and use ending sentence punctuation, other uses for the period, and begin to use commas and apostrophes.

1.8 Begin to edit, revise, and proofread selected writing samples for elements of content, structure, form, language, and mechanics.

- 1.8a Evaluate the effectiveness of writing and improve on weaknesses.
- 1.8b Proofread written material for proper capitalization, spelling, and letter formation.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Begin to use their experiential background as a primary source of information and ideas.

*Cursive writing may be introduced at second grade, but its introduction is not required until third grade.

2.1a Use brainstorming techniques to draw upon present knowledge and past experiences.

2.1b Use visualization as a tool in forming sensory images.

2.1c Begin to relate information gathered from other sources to present knowledge and past experiences.

2.2 Begin to use printed material as a source of information and ideas.

2.3 Begin to use careful observation as a source of information and ideas.

2.4 Listen to other people, media, and environmental sounds to gather information and ideas.

2.5 Continue to gather information and ideas through the senses of sight, hearing, touch, taste, and smell.

3.0 Critical Thinking (These critical thinking skills will be developed through oral questioning and dictation strategies directed by the teacher.)

The students shall:

3.1 Use a selective process to determine:
Purpose for communicating.
Topic to be developed.
Information and ideas to develop the topic.
Form the writing will take (story, poem, letter, etc.).
Language appropriate to the audience.
Appropriate word choice.

3.2 Categorize information and ideas for written communication.

3.3 Analyze information and ideas for appropriate sequencing (from most important to least important, from the first to occur to the last to occur, etc.).

3.4 Summarize information and ideas.

3.5 Evaluate the effectiveness of written communication (Does it make sense?, Does it sound right?, etc.).

4.0 Creative Expression

The students shall:

4.1 Begin to develop fluency in written language expression.

4.2 Begin to explore and experiment with different content, writing forms, and language.

4.3 Continue to develop originality through imaginative expression of ideas and selection of words.

5.0 Attitude Building

The student shall continue to:

5.1 Develop an enthusiasm for researching, the process of writing, and the finished product.

5.2 Take pride in the clarity, accuracy, and neatness of the product.

5.3 Develop perseverance in the complex writing process.

5.4 Develop an appreciation for the value of written communication.

5.5 Develop an appreciation of the originality and style of written communication.

5.6 Develop respect for the integrity of the writing of others.

5.7 Find self-fulfillment and satisfaction through written communication.

LANGUAGE ARTS
Grade Three

Grade Level Description

Observing:

In third grade, students continue to refine and expand their ability to gain meaning through observation by becoming discriminating observers. They learn varied purposes for observing and continue to develop appropriate strategies to gain meaning. Always, students are asked to relate what they observe to their present knowledge and experiential background. They continue to increase their ability to attend and concentrate while observing and reacting, and they continue to develop visual memory skills. Observing for aesthetic purposes is stressed, as well as observing to gain meaning.

Listening:

Students should continue to learn when to listen, for what purpose to listen in different situations, and to attend and concentrate. They should be able to recognize when they do not comprehend spoken information and ideas and be able to formulate and ask questions for clarification. They should become aware of notetaking as a recording device while listening and begin to recognize those key words specific to various types of information, directions, and questions. Students are exposed to more refined questioning and discussion techniques, leading them towards becoming more selective, discriminating and analytical listeners. The students listening vocabularies expand with continued exposure to the languages unique to the various content areas.

Speaking:

Students continue to develop their critical thinking skills in order to organize, sequence, and present ideas logically. Becoming aware of the various ways one can use to present ideas orally, and understanding what is the most effective mode of presentation to use in specific situational contexts are emphasized and explored. Students engage in directed discussions, give informal reports, and conduct interviews, in addition to telling stories, giving choral presentations, and dramatizing plays and stories.

Reading:

In third grade, the word analysis skills taught in previous grades are reviewed, developed, or retaught. Students continue to understand that word analysis skills and context clues should be integrated when decoding unknown words. Emphasis for reading is still on meaning and students are expected to self-correct oral reading errors that do not make sense. Students use strategies appropriate to their purposes for reading. Critical thinking skills needed to interpret and evaluate materials read are developed and expanded.

Writing:

Students are expected to independently write stories, poems, short dramatic scenes, simple reports, and letters after guided prewriting experiences. The revision process is expected for selected written work that is to be shared with the teacher and others. At third grade, students are introduced to cursive writing.* Formal spelling lists at appropriate grade level are continued. Students proofread material for correct spelling, punctuation, capitalization, and proper letter formation.

---

*Cursive writing may be introduced in second grade, but its introduction is not required until third grade.

Grade Level Objectives
Grade Three

The following objectives are based upon the general goals of Language Arts for the district.

The students shall:

1. Continue to develop and expand skills for reading and writing and for purposeful observing, listening, and speaking. (1, 2, 4, 7, 9, 12)

2. Continue to understand that there are specific and interrelated purposes for observing, listening, speaking, reading, and writing. (4, 5, 8, 10)

3. Continue to use their own knowledge, experiential background, and a variety of other resources to obtain information. (1, 2, 7, 12)

4. Continue to develop and expand the knowledge base and thinking skills that will enable them to express themselves effectively and comprehend information they receive. (1, 2, 3, 4, 5, 9)

5. Evaluate and critique their own written and spoken communication and that of others for achievement of purpose, originality, organization, content, clarity, and appropriateness of word choice. (1, 2, 4, 12, 13)

6. Continue to value open communication and the ideas and opinions expressed through this process. (3, 6, 9)

7. Continue to appreciate creative expression in all forms of language communication as a means of enhancing the aesthetic quality of their lives. (3, 6, 10, 11, 13)

8. Continue to respond creatively in a variety of forms to what they have experienced and learned. (3, 6, 8, 12, 13)

102

OBSERVING

Grade Three - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

1.1 Continue to develop and expand their visual language base.

1.2 Continue to understand that the ultimate purpose for observing is more than merely seeing; it is to gain meaning (visual literacy).

1.2a Continue to recognize that visual literacy is the result of the interrelationship of visual images with their present knowledge and past experiences.

1.2b Continue to understand that perceptions differ among individuals based on their present knowledge and past experiences.

1.3 Continue to develop visual memory span in varied contexts and in all content areas.

1.4 Continue to develop the ability to attend and concentrate while observing.

1.4a Continue to screen out competing distractions.

1.4b Continue to discriminate and identify those visual details that are inconsistent with what is usual and expected.

1.5 Continue to identify things that visually clutter, distract and are inappropriate to a given situation.

1.6 Continue to understand that the purposes for observation and the situations determine the strategies used.

1.7 Become aware that notetaking is a device for recording facts, feelings, and ideas from what they have observed.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Continue to recognize that a variety of observable phenomena can be used as visual resources to obtain information.

2.2 Continue to recognize that their own recorded observations can be used as valid resources for information.

2.3 Use a variety of resource materials.

3.0 Critical Thinking

The students shall:

3.1 Continue to recognize varied purposes for observation.

3.2 Continue to recognize that there are many types of materials and situations that require observation skills.

3.3 Continue to select and interpret cues from their environment using their vision.

- 3.3a Continue to identify specific descriptive properties and details.
- 3.3b Continue to develop classification skills.
- 3.3c Continue to distinguish relevant from irrelevant properties and details.

3.4 Continue to analyze and evaluate cues from their environment using their vision.

- 3.4a Continue to associate personal experiences and feelings to things that they have observed.
- 3.4b Continue to recognize the relationships among significant relevant properties and details.
- 3.4c Continue to make judgements about the relationships among significant relevant properties and details.
- 3.4d Distinguish fact from fantasy based on supporting details.
- 3.4e Continue to recognize sensory illusions.
- 3.4f Evaluate the meanings conveyed by body language (posture, gesture, facial expression, position, etc.).
- 3.4g Begin to apply ideas and information to new situations.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create visual images by interrelating observations with their backgrounds (cultural, knowledge, experiential).

4.2 Respond creatively to visual images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.3 Create alternatives based on visual images formed from observations interrelated with their knowledge, experiential and cultural backgrounds (divergent thinking).

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perceptions of and judgements about observations they have made.

5.2 Respect differing interpretations of observations that have been made.

5.3 Appreciate observation as a personal activity that can be used for solving problems, recreation, information gathering, creative expression and broadening their vocabulary, experiential and knowledge bases.

5.4 Develop an appreciation for a variety of viewing experiences and situations.

5.4a Develop an appreciation of aesthetic qualities.

5.5 Develop respect for phenomena in both formal and informal situations.

5.6 Develop a desire and willingness to observe in both informal and formal situations.

5.7 Use viewing materials in a responsible and respectful manner.

5.8 Appreciate, respect, and accept observable differences in others.

LISTENING

Grade Three - Learning Outcomes

1.0 Skills Acquisition and Application

The students shall:

1.1 Continue to develop and expand their aural language bases (listening vocabularies).

1.2 Continue to understand that the ultimate purpose for listening is more than merely hearing; it is to gain meaning.

1.2a Continue to recognize sounds and spoken words as separate entities whose meanings convey ideas by the way they are organized.

1.2b Continue to recognize the two-way (listener-speaker) responsibility for meaningful communication in all situations (one-to-one small group, large group, audience, etc.).

1.3 Continue to increase auditory attention span for meaningful sound sequences, words, sentences, paragraphs, and other linguistic features (see section 1.5) in varied contexts and in all content areas.

1.4 Continue to develop the ability to attend and concentrate while listening.

1.4a Continue to focus on the source and location of verbal and nonverbal sounds.

1.4b Continue to listen selectively and screen out competing distractions.

1.4c Continue to discriminate and identify sounds that deviate from those that are usual and/or from ambient noise level in any given situation.

1.4d Continue to increase length of attention span.

1.4e Continue to use syntactic (order) and semantic (meaning) context clues to match their reconstructed meanings with the original message.

1.4f Continue to recognize key words in messages and materials that they have heard in order to follow directions, and understand what is being asked.

1.4g Begin to recognize that pauses and "leftover" spaces during discussions, presentations, lectures, and reading, can be used as thinking time for summarizing, drawing conclusions, formulating questions, relating content to personal experiences, and past knowledge (related, constructive thinking time vs. daydreaming).

1.5 Continue to discriminate linguistic features of organized spoken discourse.

  1.5a Continue to recognize the effects of stress, pause, pitch, cadence, rhythm, emphasis, phrasing, rate, and volume on meaning.

  1.5b Continue to recognize and begin to identify auditory similarities and differences among words, multiple meanings of words, syntactic and grammatical contrasts.

1.6 Continue to identify sounds inappropriate to a given situation.

1.7 Continue to develop sensory imagery from sounds and messages they have heard and materials that have been read to them.

  1.7a Recognize the use of figurative language.

  1.7b Recognize the use of alliteration and onomatopoeia.

1.8 Continue to understand that the situations and the purposes for listening determine the strategies used.

1.9 Continue to develop flexibility in using concrete and abstract thinking.

1.10 Become aware of notetaking as a device for recording facts, ideas, and feelings from what they have heard.

2.0 Use of Resources (for more details refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Continue to understand that a variety of resources can be used auditorily to obtain information (demonstrations, presentations, discussions, interviews, recordings, etc.)

2.2 Continue to understand that resources that involve listening can be used with equal validity to other nonprint and to printed reference materials.

2.3 Use a variety of resource materials to obtain information on a given specific topic, and begin to assimilate the information for specific purposes(s).

3. Critical Thinking

The students shall:

3.1 Continue to develop their aural language bases (listening vocabularies) unique to all content areas.

3.2 Continue to recognize varied purposes and appropriate time for listening.

3.3 Continue to recognize and use a variety of listening materials for varied purposes.

3.4 Begin to identify the various types of listening situations.

3.5 Continue to select and interpret sounds, messages, and materials that they have heard.

3.5a Continue to recognize that a message originates with a person who has a specific purpose and begin to identify a speaker's purpose(s)(to inform, entertain, persuade, discuss, etc.)

3.5b Continue to identify and recall specific facts and ideas.

3.5c Expand classification skills and continue to recognize relationships between and among various categories in all content areas.

3.5d Continue to distinguish relevant from irrelevant ideas and information.

3.5e Continue to recognize significant relevant details.

3.5f Continue to recognize the sequence of events and ideas.

3.5g Continue to recognize main ideas.

3.5h Continue to recognize cause-effects relationships.

3.5i Continue to recognize variations in tones and moods.

3.5j Continue to develop ability to summarize significant relevant details, main ideas, etc.

3.5k Continue to predict outcomes, make inferences and draw conclusions.

3.5l Continue to paraphrase.

3.5m Continue to recognize that a question is being asked.

3.5n Continue to answer and formulate questions (interactive listening).

3.6 Continue to analyze and evaluate sounds and messages that they have heard.

3.6a Continue to associate personal experiences and feelings to characters, situations, and content area information.

3.6b Continue to make judgements about characters, situations, and content area information.

3.6c Continue to recognize the difference between fact and fantasy.

3.6d Continue to recognize discrepancies between the content of what they have heard and the manner in which it was expressed.

3.6e Begin to apply ideas and information to new situations.

3.6f Continue to identify areas of misunderstanding in the reception of information.

3.6g Continue to inspect, compare, and contrast appropriateness and appeal of descriptive words and phrases.

3.6h Begin to inspect, compare, and contrast ideas.

3.6i Begin to recognize the difference between fact and opinion.

3.6j Begin to form opinions based on supporting details.

3.7 Continue to differentiate between the speaker and what is being said in order to listen objectively to the message.

3.8 Begin to recognize and accept constructive criticism.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to the sensory images that they have formed from sounds, messages, and materials that they have heard by personally participating in verbal descriptions, drawing, dramatics, creative writing, and other art forms.

4.2 Create expressive alternatives based on visual and other sensory images formed from sounds, messages, and materials that they have heard interrelated with their backgrounds (cultural, knowledge, experiential), observations, discussions, feelings, etc.

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perception and judgements of sounds, messages, and materials that they have heard.

5.2 Respect differing interpretations of sounds, messages, and materials that have been heard.

5.3 Appreciate listening as a personal activity which can be used for solving problems, recreation, information, creative expression, and for broadening experiential and knowledge bases.

5.4 Develop an appreciation for a variety of listening experiences and situations (concerts, recitals, plays, nature, conversations, discussions, presentations, etc.).

5.4a Develop an appreciation of aesthetic qualities.

5.5 Develop respect for speakers, performers, presenters, etc. when heard in audience situations.

5.6 Develop respect for other audience members.

5.7 Develop a desire and a willingness to listen (critically, creatively, empathetically, etc.) in both formal and informal situations.

5.8 Use listening materials in a responsible and respectful manner.

5.9 Appreciate, respect and accept language and speech differences in others.

5.10 Develop an appreciation for power and influence of the spoken word.

5.11 Develop an appreciation for richness and depth of the English language by listening to well prepared oral interpretations of stories, poems, chants, etc.

A MODEL OF THE SPEAKING PROCESS
(Adapt to particular grade level)

PRE-SPEAKING SKILLS

- I. Determine purpose and audience.
- II. Choose appropriate form of speaking to achieve purpose.
- III. Generate ideas and information from past experiences and knowledge.
  - A. Brainstorming
  - B. Visualizing (forming sensory imagery)
- IV. Gather information using more than one source.
  - A. Seeing
    - 1. Reading-researching
    - 2. Careful observation
  - B. Listening
    - 1. Interviewing
    - 2. Attentive listening to prepared material
    - 3. Attentive listening to environmental sounds
  - C. Touching
  - D. Tasting
  - E. Smelling
- V. Relate new information to past experiences and knowledge.
- VI. Organize information.
  - A. Taking notes from the sources used
  - B. Mapping and/or outlining schema information
    - 1. Use the organization generated through prewriting skills to develop main ideas
    - 2. Expand main ideas according to the chosen structure (paragraph, sentence, stanza, etc.).
    - 3. Select language appropriate for the chosen audience (formal-informal, dialect, selection of adjectives, etc.)

SPEAKING SKILLS

- I. Use appropriate language and register for the chosen audience (formal, informal, dialect, word choice, etc.).
- II. Use appropriate voice quality, inflection, pacing, and expression.
- III. Use appropriate eye-contact, posture, gestures, and poise.
- IV. Articulate and enunciate words.
- V. Speak precisely, clearly, logically, and coherently.
- VI. Communicate thoughts and ideas in complete sentences.

RESTATING SKILLS

- I. Examine spoken word.
  - A. Determine if message is understood
    - 1. Read nonverbal responses
    - 2. Ask audience questions
    - 3. Understand audiences' questions
    - 4. Evaluate self
  - B. Determine appropriate response
- II. Respond to audience and self-evaluation.
  - A. Paraphrase
  - B. Restate
  - C. Reiterate
  - D. Elaborate
  - E. Summarize
  - F. Continue speaking

Grade Three - Learning Outcomes

1.0 Skill Acquisition and Application

General Skills Applicable to ALL Speaking Situations

The students shall:

1.1 Continue to develop and expand their oral language bases (vocabulary).

1.2 Continue to understand that the speaker's responsibilities include communicating a specific message to a receiver, evaluating the receiver's response, and reacting appropriately (reiterate, restate, elaborate, continue speaking, etc.).

1.3 Continue to develop their auditory memory span in order to remember a speaker's message for the purpose of asking pertinent questions and/or offering relevant comments.

1.4 Continue to develop skill in speaking precisely, clearly, logically, and coherently.

1.5 Continue to develop skill in articulating and enunciating words.

1.6 Continue to develop skill in using appropriate voice quality, inflection, pacing, and expression.

1.7 Continue to develop skill in using poise, and appropriate eye-contact, posture, and gestures.

1.8 Identify and begin to use appropriate register (formal to informal language) when speaking.

1.9 Speak in complete sentences when appropriate.

1.10 Continue to experiment with alternate ways to express orally the same idea.

1.11 Continue to speak at the appropriate time and in the appropriate setting.

Skills Applicable to TWO-WAY Oral Communication Situations

The students shall continue to:

1.12 Be active listening and speaking participants in the exchange of thoughts and ideas during discussions.

1.13 Use appropriate social conventions when interjecting a comment or question, introducing one person to another, and speaking on the telephone.

1.14 Make pertinent and relevant comments when discussing a topic.

1.15 Communicate orally opinions, information, and viewpoints different from those expressed by others in a clear assertive, tactful, and respectful manner.

Forms of Oral Language Experiences

The students shall:

1.16 Continue to understand the various roles and responsibilities individuals have in the following speaking situations and participate in those forms of oral communication:

- 1.16a Conversation and informal sharing
- 1.16b Formulating, asking, and answering questions
- 1.16c Using the telephone
- 1.16d Informal and directed discussions
- 1.16e Storytelling
- 1.16f Choral presentations and rehearsed readings
- 1.16g Creative drama
- 1.16h Making introductions
- 1.16i Giving messages, directions, and explanations
- 1.16j Conducting interviews
- 1.16k Informal reporting

2.0 Use of Resources (for more detail, refer to the Library Media Center Curriculum Guide.)

The students shall:

2.1 Use the Library Media Center (LMC) to gather information suitable for assignment needs in oral presentation.

2.2 Use a variety of resources from the Library Media Center (LMC) to gather information on a particular topic for oral presentation.

2.3 Continue to use their own background of experiences and knowledge, and their five senses as sources of information for oral presentation.

2.4 Continue to identify and use appropriate resource persons as sources of information on a particular topic for oral presentation.

3.0 Critical Thinking

The students shall:

3.1 Identify the various purposes for speaking (inform, entertain, persuade, discuss, etc.).

3.2 Identify various situational contexts (audience, setting) for speaking.

3.3 Identify and begin to experiment with the various modes of presentation which include word choice, register (formal to informal language), articulation, pacing, voice quality, poise, eye-contact, posture, gestures, and expression.

3.4 Compare modes of presentation with situational contexts.

3.5 Identify and begin to make only relevant and pertinent comments when speaking.

3.6 Continue to identify areas of misunderstanding in the reception of information so they can formulate and ask clearly stated questions for purposes of clarification.

3.7 Continue to understand the various types of questions and respond appropriately to them.

3.8 Continue to sequence their ideas in order to communicate orally in a clear and logical manner.

3.9 Continue to recognize and identify their main ideas so that they can orally communicate the major points and supporting details in a clear and logical manner.

3.10 Continue to identify and formulate pertinent and appropriate questions to gather information on a specific topic and continue to phrase them in a clear and logical manner.

3.11 Begin to recognize the difference between fact and opinion in order to communicate orally accurate information.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create and express visual and other sensory images when sharing informally, telling stories, reporting informally, and sharing choral presentations, rehearsed readings, and creative drama.

5.0 Attitude Building

The students shall continue to:

5.1 Appreciate and respect cultural and geographic variances in speech.

5.2 Appreciate and respect ideas and opinions that are different from their own ideas and opinions.

5.3 Be aware of the importance of orally communicating opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

5.4 Develop increased confidence in their own speaking abilities and appreciate others' speaking abilities.

5.5 Take responsibility for contributing to the development of an atmosphere devoid of undue criticism and judgement so that others feel free to show their ideas.

5.6 Develop a desire and willingness to share ideas, stories, poems, etc. using the various forms of oral communication.

5.7 Be aware of the importance of the speaker's responsibilities in evaluating the receiver's response and reacting appropriately (reiterate, restate, elaborate, continue speaking) in addition to communicating a specific message.

5.8 Discriminate between the speaker and what she/he says in order to listen objectively to a speaker's message and respond appropriately.

5.9 Develop an appreciation for the power and influence of the spoken word.

5.10 Be aware of and take responsibility for the potential impact of their own spoken words on others.

5.11 Develop a growing appreciation for the richness and depth of the English language by sharing and listening to well-prepared oral interpretations of stories, poems, chants, plays, etc.

5.12 Be aware of the importance of precision, clarity, and logical thinking in verbal expressions of thoughts and ideas.

5.13 Be aware of the importance of articulation, enunciation, and coherence when verbally communicating thoughts and ideas.

5.14 Be aware of the importance of voice quality, inflection, pacing, and expression when verbally communicating thoughts and ideas.

5.15 Be aware of the importance of poise, eye-contact, posture, and gestures when verbally communicating thoughts and ideas.

READING

Grade Three - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

1.1 Continue to develop and expand their oral language bases (vocabulary).

1.2 Continue to read to gain meaning, rather than merely to pronounce words.

  1.2a Continue to understand that words in written and spoken communication are separate entities, whose meanings convey ideas by the way they are organized.

  1.2b Continue to understand that their own thoughts and ideas can be encoded into graphic form (words) for themselves and others to read.

1.3 Read a wide variety of available materials which includes trade books, newspapers, magazines, pamphlets, basals, poems, etc.

1.4 Continue to develop their visual memory span in order to remember graphic forms.

1.5 Continue to develop sensory imagery.

  1.5a Recognize the use of figurative language (similes, metaphors, personification).

  1.5b Recognize the use of alliteration (bees buzz) and onomatopoeia (v-room!, pow!).

1.6 Continue to broaden their basic sight word vocabulary.

1.7 Continue to recognize directionality variations in all content area materials (math problems, texts, workbooks, etc.).

1.8 Continue to understand the linguistic properties of letters, words, and sentences.

  1.8a Continue to develop alphabetizing skills.

  1.8b Recognize homonyms (ate-eight), synonyms (large-big), antonyms (fat-skinny), homographs (live, tear), and words with multiple meanings (bark).

  1.8c Understand that an idea can be expressed in a variety of ways.

1.9 Continue to develop word analysis skills to decode unknown words.

1.9a Use letter-sound associations for initial and final consonants, consonant blends, consonant digraphs, and long and short vowels (phonics).

1.9b Continue to make letter-sound associations for vowel combinations: ea, ee, ai, ou, etc.,; and r-controlled vowels: ar, ir, etc. (phonics).

1.9c Decode inflectional endings: ing, s, ed, es, etc. (structural analysis).

1.9d Decode common word families: an, at, in, on, etc. (structural analysis).

1.9e Continue to develop skill in substituting initial and final consonant sounds for common word families: bat-cat, hit-hid, etc. (structural analysis).

1.9f Continue to decode compound words and contractions (structural analysis).

1.9g Recognize root words, prefixes, suffixes, and common syllables (structural analysis).

1.9h Continue to decode words that have the consonant-vowel-consonant pattern.

1.9i Begin to decode words that have the consonant-vowel-consonant-final e pattern.

1.10 Continue to develop use of context clues to decode word meaning and word pronunciation.

1.10a Continue to use picture clues.

1.10b Continue to use grammatical (syntactic) and meaning (semantic) clues.

1.11 Continue to understand that not all words can be decoded by using phonic generalizations.

1.12 Continue to understand that context clues should always be the first cue to be used to decode unknown words in continuous text.

1.13 Continue to integrate context clues with word analysis skills to decode unknown words in continuous text.

1.14 Continue to use predicting, confirming, and self-correcting strategies when reading all types of written material including content area materials.

1.15 Begin to vary reading strategies in both oral and silent reading, depending on purpose.

1.15a Continue to read orally for sharing in true audience situations using appropriate rate, fluency, and expression.

1.15b Understand that silent reading involves different strategies from oral reading and that these strategies may differ among individuals.

1.15c Continue to develop skill in surveying books for the purposes of determining content organization, content overview, and formulating questions for purposeful reading.

1.15d Continue to develop skill in scanning for specific information and skimming for general overview of content.

1.15e Begin to develop fluency and rate appropriate to purpose for reading and type of material.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Use the Library Media Center (LMC) for a variety of purposes.

2.2 Continue to use the parts of a book appropriately.

2.3 Continue to use pictures and nonprint media for specific purposes.

2.4 Use reference materials for specific purposes.

2.5 Use charts, graphs, and maps for information.

2.6 Begin to use more than one source for locating information on a specific topic.

3.0 Critical Thinking

The students shall:

3.1 Continue to recognize varied purposes for reading.

3.2 Recognize various types of fiction and non-fiction.

3.3 Continue to interpret materials that they have read themselves and materials that have been read to them.

3.3a Continue to recognize that an author is a person with specific purpose(s) for encoding ideas, and begin to identify an author's purpose(s).

3.3b Expand classification skills and develop recognition of the relationships between and among them in all content areas.

3.3c Continue to recognize the sequence of events in narrative and expository writing.

3.3d Recognize the main idea in sentences and paragraphs in narrative and expository writing and begin to recognize the main idea in stories and content area materials.

3.3e Begin to identify cause-effect relationships.

3.3f Continue to recognize variations in tones and moods in literature.

3.3g Continue to develop the ability to summarize.

3.3h Continue to predict outcomes, make inferences, and draw conclusions.

3.4 Continue to evaluate materials that they have read themselves and materials that have been read to them.

3.4a Continue to relate personal experiences and feelings to characters, situations, and content area information.

3.4b Continue to make judgments about characters, situations, and content area information.

3.4c Begin to distinguish fact from fantasy based on supporting evidence.

3.4d Become aware of author's qualifications (knowledge and experiential base) in order to determine credibility of the information.

3.4e Begin to analyze characterization techniques used by an author to portray characters.

3.4f Begin to recognize the difference between fact and opinion.

3.4g Begin to form opinions based on supporting details.

3.5 Continue to identify and recall specific facts and ideas from materials that they have read themselves and from materials that have been read to them.

3.5a Continue to distinguish relevant from irrelevant information.

3.5b Continue to recognize significant, relevant details.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to materials that they have read themselves or that have been read to them.

  4.1a Create and express visual and other sensory images through drawings, paintings, creative writings, choral presentations, rehearsed readings, poetry, dramatics, discussions, and/or other art forms.

5.0 Attitude Building

The students shall:

5.1 Use reading as a personal activity for solving problems, recreation, gaining information, and for broadening their experiential and knowledge bases.

5.2 Continue to show an interest in books and a desire to read.

5.3 Continue to develop an appreciation for literature.

5.4 Continue to use print and nonprint materials in a responsible and respectful manner.

WRITING

Grade Three - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

- 1.1 Understand that the purpose of written communication is to convey meaning and feelings from writer to receiver.
  - 1.1a Understand the relationship of thoughts and spoken language to written language.
  - 1.1b Understand that writing is a record of thought.
- 1.2 Understand that writing forms vary according to purpose and audience.
  - 1.2a Understand that writing forms have different formats and structures (stories, poems, letters, etc.).
  - 1.2b Begin to understand that the use of accepted formats and structures is an aid in communicating with the writer's audience.
- 1.3 Be aware of and use different kinds of writing.
  - 1.3a Write stories (experience, imaginative, and other story forms).
    - 1.3a1 Become aware of the use of narration, description, and dialogue in the writing of a story.
  - 1.3b Write poems.
    - 1.3b1 Understand and use poetic devices (alliteration and onomatopoeia).
  - 1.3c Begin dramatic writing (dialogue, short plays, etc.).
  - 1.3d Continue to use personal writing forms (journals, diaries, letters, etc.)
  - 1.3e Write reports and begin to write short essay answers.
  - 1.3f Write titles and captions.
- 1.4 Continue to understand the importance of the organization of ideas and their placement on the page (format).
  - 1.4a Continue to generate and organize ideas through brainstorming.

1.4b Begin to classify and sequence ideas into chronological, logical, or topical order.

1.4c Continue to give structure to stories (beginning, middle, and ending).

1.4d Continue to learn about the use of various poetic forms.

1.4e Be aware of and use conventional friendly letter form, including the addressing of envelopes.

1.4f Become aware of and begin to use the structuring of ideas and sentences into paragraphs (main idea and supporting details).

1.4g Continue to develop an understanding of sentence structure.

    1) Use and identify simple sentences (declarative, interrogative, exclamatory, and imperative).

    2) Begin to identify simple subjects and predicates.

    3) Become aware of and begin to use more complex sentence structure.

1.4h Become aware of and use margins and indentations.

1.4i Know and use appropriate headings on assignments.

1.5 Continue to develop and expand a written vocabulary to convey a variety of precise meanings, feelings, and moods.

*1.6 Continue to develop handwriting skills.

1.6a Begin to use cursive letter formation.

1.6b Continue to understand the importance of legibility.

1.6c Maintain proficiency in manuscript letter formation.

1.7 Continue to acquire knowledge and skills necessary for accuracy and clarity of written communication.

1.7a Continue to develop and refine a sense of standard and non-standard usage and make appropriate selection.

1.7b Continue to develop spelling skills.

    1) Use visual memory skills.

*Cursive writing may be introduced at second grade, but its introduction is not required until third grade.

2) Use phonetic generalizations that apply to a large number of words.

3) Begin to acquire proficiency in spelling high frequency words.

1.7c Know and use proper capitalization (see Capitalization Matrix).

1.7d Know and use proper punctuation (see Punctuation Matrix).

1.8 Edit, revise, and proofread selected writing samples for elements of content, structure, form, language, and mechanics.

1.8a Continue to evaluate the effectiveness of writing and improve on weaknesses.

1.8b Proofread written material for proper capitalization, punctuation, spelling, and handwriting.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Begin to use their experiential background as a primary source of information and ideas.

2.1a Use brainstorming techniques to draw on present knowledge and past experiences.

2.1b Use visualization as a tool in forming sensory images.

2.1c Relate information gathered from other sources to present knowledge and past experiences.

2.2 Use printed material as a source of information and ideas.

2.3 Use careful observation as a source of information and ideas.

2.4 Listen to other people, media, and environmental sounds to gather information and ideas.

2.5 Continue to gather information and ideas through the senses of sight, hearing, taste, touch, and smell.

3.0 Critical Thinking (These critical thinking skills will be developed through oral questioning strategies directed by the teacher.)

The students shall:

3.1 Use a selective process to determine:
Purpose for communicating.
Topic to be developed.
Information and ideas to develop the topic.
Form the writing will take (story, poem, letter, etc.).
Language appropriate to the audience.
Sentence variety.
Appropriate word choice.

3.2 Categorize information and ideas for written communication.

3.3 Analyze information, and ideas for appropriate sequencing.

3.4 Summarize information and ideas.

3.5 Evaluate effectiveness of written communication (Does it make sense?, Does it sound right?, etc.).

4.0 Creative Expression and Response

The students shall:

4.1 Develop fluency in written language expression.

4.2 Explore and experiment with different content, writing forms, and language.

4.3 Continue to develop originality through imaginative expression of ideas and selection of words.

5.0 Attitude Building

The students shall continue to:

5.1 Develop an enjoyment of and enthusiasm for the adventure of researching, the process of writing, and the finished product.

5.2 Take pride in the clarity, accuracy, and neatness of the product.

5.3 Develop perseverance in the complex writing process.

5.4 Develop an appreciation for the value of written communication.

5.5 Develop an appreciation of the originality and style of written communication.

5.6 Develop respect for the integrity of the writing of others.

5.7 Find self-fulfillment and satisfaction through written communication.

LANGUAGE ARTS
Grade Four

Grade Level Description

Observing:

In fourth grade, students continue to refine and expand their ability to gain meaning through observation by becoming discriminating observers. They learn varied purposes for observing and continue to develop appropriate strategies to gain meaning. Always, students are asked to relate what they observe to their present knowledge and experiential background. They continue to increase their ability to attend and concentrate while observing and reacting, and they continue to develop visual memory skills. Observing for aesthetic purposes is stressed, as well as observing to gain meaning.

Listening:

The students continue to identify purposes for listening in different situations and to adjust their listening to those purposes. They begin to use notetaking for recording messages, ideas, and information that they have heard. They begin to identify varied ways that ideas can be expressed and recognize the effects on meaning that various voice and pacing changes can have. Students attend, concentrate, follow directions, and ask definitive questions when they do not comprehend what they have heard. They continue to refine their questioning and discussion techniques to enable them to begin to compare and contrast ideas and information objectively. Their listening vocabularies continue to expand with exposure to the languages unique to the various content areas.

Speaking:

By fourth grade, students are expected to use language appropriate to the situation when speaking, as well as to present ideas in logical order, fitting the conversation to the occasion, and changing the topic at the appropriate time. In addition, having respect for others' ideas and using appropriate social conventions are also expected. The emphasis of instruction shifts from informal forms of oral communications to more formal forms such as directed discussions, meetings using parliamentary procedure, and formal reports.

Reading:

Students are expected to possess a good understanding of the purposes for reading as well as skill in using context clues along with phonics to determine unknown words. Emphasis on word analysis skills shifts from phonics to structural analysis skills. Reading/study skills and use of such study techniques as SQ3R are strongly emphasized, as well as content area reading skills. Critical thinking skills are developed and expanded, so that students can increase in their ability to interpret and evaluate what they read.

Writing:

At this level, students should be able to use writing as an effective means of communication. During this year, they will be exposed to writing in all content areas. Prewriting continues to be a group project, but the writing of stories, poems, plays, reports, and essay answers is now an independent activity with teacher guidance. Students begin to work in small groups to edit, revise, and proofread selected writing samples. They continue to refine cursive handwriting and broaden their written spelling vocabulary, and their knowledge of language usage.

Grade Level Objectives
Grade Four

The following objectives are based upon the general goals of Language Arts for the district.

The students shall continue to:

1. Develop, expand, and apply skills in all content areas for reading and writing and for purposeful observing, listening, and speaking. (1, 2, 4, 7. 9, 12)

2. Understand that there are specific and interrelated purposes for observing, listening, speaking, reading, and writing. (4, 5, 8, 10)

3. Use their own knowledge, experiential backgrounds, and a variety of other resources to obtain information. (1, 2, 7, 12)

4. Develop and expand the knowledge base and thinking skills that will enable them to express themselves effectively and comprehend information received. (1, 2, 3, 4, 5, 9)

5. Evaluate and critique their own written and spoken communication and that of others for achievement of purpose, orginality, organization, content, clarity, and appropriateness of word choice. (1, 2, 4, 12, 13)

6. Value open communication and the ideas and opinions expressed through this process. (3, 6, 9)

7. Appreciate creative expression in all forms of language communication as a means of enhancing the aesthetic quality of their lives. (3, 6, 10, 11, 13)

8. Respond creatively in a variety of forms to what they have experienced and learned. (3, 6, 8, 12, 13)

OBSERVING

Grade Four - Learning Objectives

1.0 Skill Acquisition and Application

The students shall:

1.1 Continue to develop and expand their visual language base.

1.2 Continue to understand that the ultimate purpose for observing is more than merely seeing; it is to gain meaning (visual literacy).

1.2a Continue to recognize that visual literacy is the result of the interrelationship of visual images with their present knowledge and past experiences.

1.2b Continue to recognize that perceptions differ among individuals based on their present knowledge and past experiences.

1.3 Continue to develop visual memory span in varied contexts and in all content areas.

1.4 Continue to develop the ability to attend and concentrate while observing.

1.4a Continue to screen out competing distractions.

1.4b Continue to discriminate and identify those visual details that are inconsistent with what is usual and expected.

1.5 Continue to identify things that visually clutter, distract, and are inappropriate to a given situation.

1.6 Continue to understand that the purposes for observing and the situations determine the strategies used.

1.7 Begin to use notetaking as a device for recording facts, ideas, and feelings from what they have observed.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall continue to:

2.1 Recognize that a variety of observable phenomena can be used as visual resources to obtain information.

2.2 Recognize that their own recorded observations can be used as valid resources for information.

2.3 Use a variety of resource materials.

3.0 Critical Thinking

The students shall:

3.1 Continue to recognize varied purposes for observation.

3.2 Continue to recognize that there are many types of materials and situations that require observation skills.

3.3 Continue to select and interpret cues from their environment using their vision.

- 3.3a Continue to identify specific, descrptive properties and details.
- 3.3b Continue to develop classification skills.
- 3.3c Continue to distinguish relevant from irrelevant properties and details.
- 3.3d Identify significant relevant details of an event.
- 3.3e Identify the sequence of details within an event.
- 3.3f Identify main idea(s) of an event.
- 3.3g Identify cause-effect relationships within an event.
- 3.3h Continue to develop the ability to summarize main ideas and significant relevant details of an event.
- 3.3i Continue to predict outcomes, make inferences, and draw conclusions.
- 3.3j Continue to formulate questions.

3.4 Continue to analyze and evaluate cues from the environment using their vision.

3.4a Continue to associate personal experiences and feelings with things that they have observed.

3.4b Continue to recognize and begin to identify the relationships among significant relevant properties and details.

3.4c Continue to make judgements about the relationships among significant relevant properties and details.

3.4d Continue to distinguish fact from fantasy based on supporting details.

3.4e Continue to recognize sensory illusions.

3.4f Continue to evaluate the meanings conveyed by body language (posture, gesture, facial expression, position, etc.).

3.4g Apply ideas and information to new situations.

3.4h Begin to recognize the differences between fact and opinion.

3.4i Begin to form opinions based on supporting details.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create visual images by interrelating observations with their backgrounds (cultural, knowledge, experiential).

4.2 Respond creatively to visual images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.3 Create alternatives based on visual images formed from observations interrelated with their knowledge, experiential, and cultural backgrounds (divergent thinking).

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perceptions of and judgements about observations they have made.

5.2 Respect differing interpretations of observations that have been made.

5.3 Appreciate observation as a personal activity that can be used for solving problems, recreation, information gathering, creative expression, and for broadening their vocabulary, experiential and knowledge bases.

5.4 Develop an appreciation for a variety of viewing experiences and situations.

5.4a Develop an appreciation of aesthetic qualities.

5.5 Develop respect for all observable phenomena in both formal and informal situations.

5.6 Develop a desire and willingness to observe in both formal and informal situations.

5.7 Use viewing materials in a responsible and respectful manner.

5.8 Appreciate, respect, and accept observable differences in others.

Grade Four - Learning Outcomes

1.0 Skills Acquisition and Application

The students shall:

1.1 Continue to develop and expand their aural language bases (listening vocabularies).

1.2 Continue to understand that the ultimate purpose for listening is more than merely hearing; it is to gain meaning.

  1.2a Continue to recognize sounds and spoken words as separate entities whose meanings convey ideas by the way they are organized.

  1.2b Continue to recognize the two-way (listener-speaker) responsibility for meaningful communication in all situations (one-to-one small group, large group, audience, etc.).

1.3 Continue to increase auditory memory span for meaningful sound sequences, words, sentences, paragraphs, and other linguistic features (see section 1.5) in varied contexts and in all content areas.

1.4 Continue to develop the ability to attend and concentrate while listening.

  1.4a Continue to focus on the source and location of verbal and nonverbal sounds.

  1.4b Continue to listen selectively and screen out competing distractions.

  1.4c Continue to discriminate and identify sounds that deviate from those that are usual and/or from ambient noise level in any given situation.

  1.4d Continue to increase length of attention span.

  1.4e Continue to use syntactic (order) and semantic (meaning) context clues to match their reconstructed meanings with the actual meaning in the original message.

  1.4f Continue to recognize key words in messages and materials that they have heard in order to follow directions, understand what is being asked.

  1.4g Begin to recognize that pauses and "leftover" spaces during discussions, presentations, lectures, and readings, can be used as thinking time for summarizing, drawing conclusions, formulating questions, relating content to personal experiences, and past knowledge (related, constructive thinking time vs. daydreaming).

1.5 Continue to discriminate linguistic features of organized spoken discourse.

  1.5a Continue to recognize the effects of stress, pause, pitch, cadence, rhythm, emphasis, phrasing, rate, and volume on meaning.

  1.5b Continue to recognize and begin to identify auditory similarities and differences among words, multiple meanings of words, syntactic and grammatical contrasts.

  1.5c Begin to identify the varied ways that an idea can be expressed (emotive language, "loaded" words, etc.).

1.6 Continue to identify sounds inappropriate for a given situation.

1.7 Continue to develop sensory imagery from sounds and messages they have heard and materials that have been read to them.

  1.7a Recognize the use of figurative language.

  1.7b Recognize the use of alliteration and onomatopoeia.

1.8 Continue to understand that the situations and the purposes for listening determine the strategies used.

1.9 Continue to develop flexibility in using concrete and abstract thinking.

1.10 Begin to use notetaking as a device for recording facts, ideas and feelings from what they have heard.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Continue to understand that a variety of resources can be used auditorily to obtain information (demonstrations, presentations, discussions, interviews, recordings, etc.)

2.2 Continue to understand that resources that involve listening can be used with equal validity to other nonprint and to printed reference materials.

2.3 Use a variety of resource materials to obtain information on a given specific topic, and begin to assimilate the information for specific purposes(s).

3.0 Critical Thinking

The students shall:

3.1 Continue to develop their aural language bases (listening vocabularies) unique to all content areas.

3.2 Begin to identify varied purposes for listening.

3.3 Use a variety of listening materials for varied purposes.

3.4 Identify various types of listening situations.

3.5 Continue to select and interpret sounds, messages, and materials that they have heard.

- 3.5a Identify a speaker's purpose(s)(to inform, entertain, persuade, discuss, etc.)
- 3.5b Continue to identify and recall specific facts and ideas.
- 3.5c Continue to expand classification skills and continue to develop recognition of relationships between and among them in all content areas.
- 3.5d Continue to distinguish relevant from irrelevant ideas and information.
- 3.5e Continue to recognize significant relevant details.
- 3.5f Begin to use sequencing skills to recognize organizational outlines/patterns in spoken discourse (presentations, demonstrations, lectures, etc.).
- 3.5g Continue to recognize main ideas.
- 3.5h Continue to recognize cause-effects relationships.
- 3.5i Continue to recognize variations in tones and moods.
- 3.5j Continue to develop ability to summarize significant relevant details, main ideas, etc.
- 3.5k Continue to predict outcomes, make inferences and draw conclusions.
- 3.5l Continue to paraphrase.
- 3.5m Begin to understand the various types of questions that can be asked.
- 3.5n Continue to answer and formulate questions (interactive listening).

3.6 Continue to analyze and evaluate sounds and messages that they have heard.

- 3.6a Continue to associate personal experiences and feelings to characters, situations, and content area information.
- 3.6b Continue to make judgements about characters, situations, and content area information.
- 3.6c Begin to distinguish fact from fantasy based on supporting detail.
- 3.6d Continue to recognize discrepancies between the content of what they have heard and the manner in which it was expressed.
- 3.6e Apply ideas and information to new situations.
- 3.6f Continue to identify areas of misunderstanding in the reception of information.
- 3.6g Continue to inspect, compare, and contrast appropriateness and appeal of descriptive words and phrases and begin to inspect, compare, and contrast ideas.
- 3.6h Recognize the difference between fact and opinion.
- 3.6i Form opinions based on supporting details.
- 3.6j Begin to recognize a speaker's qualifications (knowledge and experiential base) in order to determine credibility of information.

3.7 Continue to differentiate between the speaker and what is being said in order to listen objectively to the message.

3.8 Recognize and accept constructive criticism.

3.9 Become aware of fallacies in spoken discourse (self-contradictions, avoidance of the question, etc.)

3.10 Begin to recognize when an entire idea has been expressed.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to sound images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.2 Create expressive alternatives based on visual and other sensory images formed from sounds, messages, and materials that they have heard interrelated with their backgrounds (cultural, knowledge, experiential), observations, discussions, feelings, etc.

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perception and judgements of sounds, messages, and materials that they have heard.

5.2 Respect differing interpretations of sounds, messages, and materials that have been heard.

5.3 Appreciate listening as a personal activity which can be used for solving problems, recreation, information, creative expression, and for broadening experiential and knowledge bases.

5.4 Develop an appreciation for a variety of listening experiences and situations (concerts, recitals, plays, nature, conversations, discussions, presentations, etc.).

  5.4a Develop an appreciation of aesthetic qualities.

5.5 Develop respect for speakers, performers, presenters, etc. when heard in audience situations.

5.6 Develop respect for other audience members.

5.7 Develop a desire and a willingness to listen (critically, creatively, empathetically, etc.) in both formal and informal situations.

5.8 Use listening materials in a responsible and respectful manner.

5.9 Appreciate, respect and accept language and speech differences in others.

5.10 Develop an appreciation for power and influence of the spoken word.

5.11 Develop an appreciation for richness and depth of the English language by listening to well prepared oral interpretations of stories, poems, chants, etc.

A MODEL OF THE SPEAKING PROCESS
(Adapt to particular grade level)

PRE-SPEAKING SKILLS

I. Determine purpose and audience.

II. Choose appropriate form of speaking to achieve purpose.

III. Generate ideas and information from past experiences and knowledge.
  A. Brainstorming
  B. Visualizing (forming sensory imagery)

IV. Gather information using more than one source.
  A. Seeing
    1. Reading-researching
    2. Careful observation
  B. Listening
    1. Interviewing
    2. Attentive listening to prepared material
    3. Attentive listening to environmental sounds
  C. Touching
  D. Tasting
  E. Smelling

V. Relate new information to past experiences and knowledge.

VI. Organize information.
  A. Taking notes from the sources used
  B. Mapping and/or outlining schema information
    1. Use the organization generated through prewriting skills to develop main ideas
    2. Expand main ideas according to the chosen structure (paragraph, sentence, stanza, etc.).
    3. Select language appropriate for the chosen audience (formal-informal, dialect, selection of adjectives, etc.)

SPEAKING SKILLS

I. Use appropriate language and register for the chosen audience (formal, informal, dialect, word choice, etc.).

II. Use appropriate voice quality, inflection, pacing, and expression.

III. Use appropriate eye-contact, posture, gestures, and poise.

IV. Articulate and enunciate words.

V. Speak precisely, clearly, logically, and coherently.

VI. Communicate thoughts and ideas in complete sentences.

RESTATING SKILLS

I. Examine spoken word.
  A. Determine if message is understood
    1. Read nonverbal responses
    2. Ask audience questions
    3. Understand audiences' questions
    4. Evaluate self
  B. Determine appropriate response

II. Respond to audience and self-evaluation.
  A. Paraphrase
  B. Restate
  C. Reiterate
  D. Elaborate
  E. Summarize
  F. Continue speaking

SPEAKING

Grade Four - Learning Outcomes

1.0 Skill Acquisition and Application

General Skills Applicable to ALL Speaking Situations

The students shall:

1.1 Continue to develop and expand their oral language bases (vocabulary).

1.2 Continue to understand that the speaker's responsibilities include communicating a specific message to a receiver, evaluating the receiver's response, and reacting appropriately (reiterate, restate, elaborate, continue speaking, etc.).

1.3 Continue to develop their auditory memory span in order to remember a speaker's message for the purpose of asking pertinent questions and/or offering relevant comments.

1.4 Continue to develop skill in speaking precisely, clearly, logically, and coherently.

1.5 Continue to develop skill in articulating and enunciating words.

1.6 Continue to develop skill in using appropriate voice quality, inflection, pacing, and expression.

1.7 Continue to develop skill in using poise, and appropriate eye-contact, posture, and gestures.

1.8 Use appropriate register (formal to informal language) when speaking.

1.9 Continue to speak in complete sentences when appropriate.

1.10 Continue to experiment with alternate ways to express orally the same idea using increasingly complex sentence structure.

1.11 Continue to speak at the appropriate time and in the appropriate setting.

Skills Applicable to TWO-WAY Communication Situations.

The students shall continue to:

1.12 Be active listening and speaking participants in the exchange of thoughts and ideas during discussion.

1.13 Use appropriate social conventions when interjecting a comment or question, introducing one person to another, and speaking on the telephone.

1.14 Make pertinent and relevant comments when discussing a topic.

1.15 Communicate orally opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

Forms of Oral Language Experiences

The students shall:

1.16 Continue to understand the various roles and responsibilities individuals have in the following speaking situations, and participate in those forms of oral communication:

- 1.16a Conversation and informal sharing
- 1.16b Formulating, asking, and answering questions
- 1.16c Using the telephone
- 1.16d Informal and directed discussions
- 1.16e Storytelling
- 1.16f Choral presentations and rehearsed readings
- 1.16g Creative drama
- 1.16h Making introductions
- 1.16i Giving messages, directions, and explanations, and making announcements
- 1.16j Conducting interviews
- 1.16k Formal reporting
- 1.16l Giving reviews of books, movies, and television programs
- 1.16m Conducting meetings using parliamentary procedure

2.0 Use of Resources (for more detail refer to the Library Media Skills Curriculum Guide)

The students shall:

2.1 Continue to use the Library Media Center (LMC) to gather information suitable for assignment needs in oral presentations.

2.2 Continue to use a variety of resources from the Library Media Center (LMC) to gather information on a particular topic for oral presentations.

2.3 Continue to use their own background of experiences and knowledge, and their five senses as sources of information for oral presentations.

2.4 Continue to identify and use appropriate resource persons as sources of information on a particular topic for oral presentations.

3.0 Critical Thinking

The students shall:

3.1 Begin to analyze their own and others' purposes for speaking (inform, entertain, persuade, discuss, etc.).

3.2 Begin to analyze the various situational contexts (audience, setting) in which they will speak.

3.3 Experiment with and begin to compare and contrast various modes of presentation which include word choice, register (formal to informal language), articulation, pacing, voice quality, poise, eye-contact, posture, gestures, and expression.

3.4 Continue to compare modes of presentation with situational contexts and begin to select and use the appropriate mode of presentation for a specific situational context.

3.5 Make only relevant and pertinent comments when speaking.

3.6 Continue to identify areas of misunderstanding in the reception of information so they can formulate and ask appropriate and clearly stated questions for clarification.

3.7 Continue to understand the various types of questions and respond appropriately to them.

3.8 Continue to sequence their ideas in order to communicate orally in a clear and logical manner.

3.9 Continue to recognize and identify their main ideas so that they can orally communicate the major points and supporting details in a clear and logical manner.

3.10 Continue to identify and formulate pertinent and appropriate questions to gather information on a specific topic and phrase them in a clear and logical manner.

3.11 Recognize the difference between fact and opinion in order to communicate orally accurate information.

3.12 Begin to develop skill in paraphrasing and summarizing information received for the purpose of clarifying ideas.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create and express visual and other sensory images when shari informally, giving formal reports, giving reviews of books, movies, and television programs, and sharing choral presentations, rehearsed readings, and creative drama.

5.0 Attitude Building

The students shall continue to:

5.1 Appreciate and respect cultural and geographic variances in speech.

5.2 Appreciate and respect ideas and opinions that are different from their own ideas and opinions.

5.3 Be aware of the importance of orally communicating opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

5.4 Develop increased confidence in their own speaking abilities and appreciate others' speaking abilities.

5.5 Take responsibility for contributing to the development of an atmosphere devoid of undue criticism and judgement so that others feel free to share their ideas.

5.6 Develop a desire and willingness to share ideas, stories, poems, etc. using the various forms of oral communication.

5.7 Be aware of the importance of the speaker's responsibilities in evaluating the receiver's response and reacting appropriately (reiterate, restate, elaborate, continue speaking) in addition to communicating a specific message.

5.8 Discriminate between the speaker and what she/he says in order to listen objectively to a speaker's message and respond appropriately.

5.9 Develop an appreciation for the power and influence of the spoken word.

5.10 Be aware of and take responsibility for the potential impact of their own spoken words on others.

5.11 Develop a growing appreciation for the richness and depth of the English language by sharing and listening to well-prepared oral interpretations of stories, poems, chants, etc.

5.12 Be aware of the importance of precision, clarity, and logical thinking in verbal expressions of thoughts and ideas.

5.13 Be aware of the importance of articulation, enunciation, and coherence when verbally communicating thoughts and ideas.

5.14 Be aware of the importance of voice quality, inflection, pacing, and expression when verbally communicating thoughts and ideas.

5.15 Be aware of the importance of poise, eye-contact, posture, and gestures when verbally communicating thoughts and ideas.

READING

Grade Four - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

- 1.1 Continue to develop and expand their oral language bases (vocabulary).
- 1.2 Continue to read to gain meaning, rather than merely to pronounce words.
- 1.3 Continue to read a wide variety of materials which includes trade books, newspapers, magazines, pamphlets, basals, poems, etc.
- 1.4 Continue to develop their visual memory span in order to remember graphic forms.
- 1.5 Continue to develop sensory imagery.
  - 1.5a Understand the use of figurative language (similes, metaphors, personification).
  - 1.5b Understand the use of alliteration (bees buzz) and onomatopoeia (v-room!, pow!).
- 1.6 Broaden sight word vocabulary used in both narrative and expository materials.
- 1.7 Apply knowledge of directionality variations to materials in all content areas (math problems, texts, workbooks, etc.).
- 1.8 Apply knowledge of the linguistic properties of letters, words, and sentences.
  - 1.8a Use alphabetizing skills.
  - 1.8b Identify and use homonyms (ate-eight), synonyms (large-big), antonyms (fat-skinny), homographs (live, tear), and words with multiple meanings (bark).
  - 1.8c Identify the varied ways that an idea can be expressed (emotive language, headlines, word order, etc.).
- 1.9 Use word analysis skills (phonics, structural analysis) to decode unknown words.
  - 1.9a Decode root words, prefixes, suffixes, and common syllables (structural analysis).
- 1.10 Use context clues to decode word meaning and word pronunciation.

1.11 Continue to understand that not all words can be decoded by using phonic generalizations.

1.12 Continue to understand that context clues should always be the first cue to be used to decode unknown words in continuous text.

1.13 Continue to integrate context clues with word analysis skills to decode unknown words in continuous text.

1.14 Continue to use predicting, confirming, and self-correcting strategies when reading both narrative and expository materials.

1.15 Vary reading strategies in both oral and silent reading, depending on purpose.

    1.15a Begin to prepare and practice reading orally materials for sharing in true audience situations using appropriate rate, fluency, and expression.

    1.15b Continue to understand that silent reading involves different strategies from oral reading and that these strategies may differ among individuals.

    1.15c Begin to use study techniques such as the SQ3R technique (survey, question, read,recite, review) with all content area materials.

    1.15d Scan for specific information and skim for general overview of content.

    1.15e Develop fluency and rate appropriate to purpose for reading and type of material.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Continue to use the Library Media Center (LMC) for a variety of purposes.

2.2 Continue to use the parts of a book appropriately.

2.3 Continue to use pictures, charts, graphs, maps, and nonprint media for specific purposes.

2.4 Continue to use reference materials for specific purposes.

2.5 Use more than one source for locating information on a specific topic.

3.0 Critical Thinking

The students shall:

3.1 Continue to recognize varied purposes for reading.

3.2 Begin to make comparisons between and among various types of fiction and non-fiction.

3.3 Continue to interpret materials that they have read themselves and materials that have been read to them.

    3.3a Identify an author's purpose(s) for encoding ideas and begin to recognize his/her point(s) of view.

    3.3b Continue to expand classification skills and develop recognition of the relationships between and among them for organizational purposes in all content areas.

    3.3c Begin to use sequencing skills for organizational purposes.

    3.3d Continue to recognize the main idea in sentences and paragraphs in narrative and expository writing and recognize the main idea in stories and all content area materials.

    3.3e Identify cause-effect relationships.

    3.3f Continue to recognize variations in tones and moods in literature.

    3.3g Continue to develop the ability to summarize from information presented in narrative and expository materials.

    3.3h Continue to predict outcomes, make inferences, and draw conclusions from materials in all content areas.

3.4 Continue to evaluate materials that they have read themselves and materials that have been read to them.

    3.4a Continue to relate personal experiences and feelings to characters, situations, and content area information.

    3.4b Continue to make judgments about characters, situations, and content area information.

    3.4c Distinguish fact from fantasy based on supporting evidence.

    3.4d Recognize author's qualifications (knowledge and experiential base) in order to determine credibility of the information.

    3.4e Analyze characterization techniques used by an author to portray characters.

    3.4f Recognize the difference between fact and opinion.

3.4g Form opinions based on supporting details.

3.4h Begin to assimilate ideas from literature and information from other resource materials for broadening their knowledge bases in all content areas.

3.5 Continue to identify and recall specific facts and ideas from materials that they have read themselves and from materials that have been read to them.

3.5a Continue to distinguish relevant from irrelevant information.

3.5b Continue to recognize significant, relevant details.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to materials that have been read to them or that they have read themselves.

4.1a Create and express visual and other sensory images through drawings, paintings, creative writings, choral presentations, rehearsed readings, poetry, dramatics, discussions, and/or other art forms.

5.0 Attitude Building

The students shall continue to:

5.1 Use reading as a personal activity for solving problems, recreation, gaining information, and for broadening experiential and knowledge bases.

5.2 Show an interest in books and a desire to read.

5.3 Show an appreciation for literature.

5.4 Use print and nonprint materials in a responsible and respectful manner.

WRITING

Grade Four - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

1.1 Understand that the purpose of written communication is to convey meaning and feelings from writer to receiver.

1.1a Understand that writing is a record of thought.

1.2 Understand that writing forms vary according to purpose and audience.

1.2a Understand and use accepted formats and structures for different writing forms (stories, poems, letters, etc.).

1.2b Understand that the use of accepted formats and structures is an aid in communicating with the writer's audience.

1.3 Be aware of and use different kinds of writing (creative, personal, and expository).

1.3a Write stories.

1) Be aware of the use of narration, description, and dialogue in the writing of a story.

2) Begin to refine the effectiveness of story writing through the use of narration, description, and dialogue.

1.3b Write poems.

1) Continue to understand and use poetic devices (alliteration, onomatopoeia, simile, metaphor, personification, etc.).

1.3c Use dramatic writing forms (dialogue, short plays, etc.).

1.3d Continue to use personal writing forms (journals, diaries, letters, etc.).

1.3e Write reports, short essay answers, and begin to use other beginning expository writing forms.

1.3f Begin to write simple news stories.

1.3g Write titles and captions.

1.4 Continue to understand the importance of the organization of ideas and their placement on the page (format).

1.4a Continue to generate and organize ideas through brainstorming.

1.4b Classify and sequence ideas into chronological, logical, and topical order.

1.4c Begin to use simple outlining format (main topics and subtopics).

1.4d Continue to give structure to stories by delineating setting, character, problem, climax, and conclusion.

1.4e Continue to learn about and use various poetic structures.

1.4f Use conventional friendly letter form, including the addressing of envelopes.

1.4g Become aware of and use "who, what, when, where, why, and how" in writing simple news stories.

1.4h Structure ideas and sentences into paragraphs (main idea and supporting details).

    1) Become aware that each new idea and change of speaker in dialogue require a new paragraph.

    2) Become aware that paragraphs must be sequenced and linked for clarity and development of ideas.

1.4i Continue to develop an understanding of sentence structure.

    1) Use and identify simple sentences (declarative, interrogative, exclamatory, and imperative).

    2) Identify simple subjects and predicates and recognize their need for agreement.

    3) Use more complex sentence forms.

1.4j Use margins and indentations.

1.4k Use appropriate headings on assignments.

1.5 Continue to develop and expand a written vocabulary to convey a variety of precise meanings, feelings, and moods.

1.6 Continue to develop handwriting skills.

1.6a Refine and develop proficiency in the use of cursive letter formation.

1.6b Continue to understand the importance of legibility.

1.6c Maintain proficiency in manuscript letter formation.

1.7 Continue to acquire knowledge and skills necessary for accuracy and clarity in written communication.

  1.7a Continue to refine and practice standard usage.

  1.7b Continue to develop spelling skills.

    1) Use visual memory skills.

    2) Use phonetic generalizations that apply to a large number of words.

    3) Begin to acquire proficiency in spelling high frequency words.

  1.7c Know and use proper capitalization (see Capitalization Matrix).

  1.7d Know and use proper punctuation (see Punctuation Matrix).

1.8 Edit, revise, and proofread selected writing samples for elements of content, structure, form, language, and mechanics.

  1.8a Continue to evaluate the effectiveness of writing and improve on weaknesses.

  1.8b Proofread written material for proper capitalization, punctuation, spelling, and handwriting.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall:

2.1 Begin to use their experiential background as a primary source of information and ideas.

  2.1a Use brainstorming techniques to draw on present knowledge and past experiences.

  2.1b Use visualization as a tool in forming sensory images.

  2.1c Relate information gathered from other sources to present knowledge and past experiences.

2.2 Use printed material as a source of information and ideas.

2.3 Use careful observation as a source of information and ideas.

2.4 Listen to other people, media, and environmental sounds to gather information and ideas.

3.0 Critical Thinking

The students shall continue to:

3.1 Use a selective process to determine:
Purpose for communicating.
Topic to be developed.
Information and ideas to develop the topic.
Form the writing will take (story, poem, letter, etc.)
Language appropriate to the audience.
Sentence variety.
Appropriate word choice.

3.2 Categorize information and ideas for written communication.

3.3 Analyze information and ideas for appropriate sequencing.

3.4 Summarize information and ideas.

3.5 Evaluate effectiveness of written communication (Does it make sense?, Does it sound right?, etc.).

4.0 Creative Expression and Response

The students shall continue to:

4.1 Develop fluency in written language expression.

4.2 Explore and experiment with different content, structure, writing forms, and language.

4.3 Continue to develop originality through imaginative expression of ideas and selection of words.

5.0 Attitude Building

The students shall continue to:

5.1 Develop an enjoyment of and enthusiasm for the adventure of researching, the process of writing, and the finished product.

5.2 Take pride in the clarity, accuracy, and neatness of the product.

5.3 Develop perseverance in the complex writing process.

5.4 Develop an appreciation for the value of written communication.

5.5 Develop an appreciation of the originality and style of written communication.

5.6 Develop respect for the integrity of the writing of others.

5.7 Find self-fulfillment and satisfaction through written communication.

LANGUAGE ARTS
Grade Five

Grade Level Descriptions

Observing:

In fifth grade, students continue to refine and expand their ability to gain meaning through observation by becoming discriminating observers. They learn varied purposes for observing and continue to develop appropriate strategies to gain meaning. Always, students are asked to relate what they observe to their present knowledge and experiential background. They continue to increase their ability to attend and concentrate while observing and reacting, and they continue to develop visual memory skills. Observing for aesthetic purposes is stressed, as well as observing to gain meaning.

Listening:

Students are expected to know when, why, and how to listen in different situations. They continue to attend and concentrate for yet longer periods of time and demonstrate interactive listening responsibility by answering and formulating various types of questions relevant to the topic. They should recognize organizational patterns in lectures and presentations and begin to organize their recorded notes to show content relationships. They continue to compare and contrast ideas and information and begin to identify the differences between fact and opinion. They begin to recognize various speakers' points of view and how a speaker may influence them. Students' listening vocabularies are expanded and refined with continued exposure to technical languages unique to the various content areas.

Speaking:

Students begin to analyze their own and others' purposes for speaking. Further, they select and use the appropriate mode of presentation for the situational context. Critical thinking skills needed to organize, sequence, synthesize, compare, and present ideas continue to be developed. When speaking in formal situations, students are beginning to prepare and use notecards.

Reading:

In fifth grade, skills taught in grade four are further developed and expanded. Interpreting and evaluating what is read continues to be emphasized. Using appropriate style and rate depending on purpose is developed and taught, in addition to reading/study skills and the use of study techniques such as SQ3R when reading all content area materials.

Writing:

Students continue to refine and expand their written language in all content areas. Prewriting can be a group or an individual activity. Students at the fifth grade level experiment with a variety of kinds of writing. Revision, editing, and proofreading of selected writing samples to be handed in or shared is expected. Cursive handwriting should be automatic. The spelling written vocabulary and knowledge of language usage and conventions is expanded.

Grade Level Objectives
Grade Five

The following objectives are based upon the general goals of Language Arts for the district.

The students shall continue to:

1. Develop, expand, refine, and apply skills in all content areas for reading and writing and for purposeful observing, listening, and speaking. (1, 2, 4, 7, 9, 12)

2. Understand that there are specific and interrelated purposes for observing, listening, speaking, reading, and writing. (4, 5, 8, 10)

3. Use their own knowledge, experiential background, and a variety of other resources to obtain information. (1, 2, 7, 12)

4. Develop and expand the knowledge base and thinking skills that will enable them to express themselves effectively and comprehend information they receive. (1, 2, 3, 4, 5, 9)

5. Evaluate and critique their own written and spoken communication and that of others for achievement of purpose, originality, organization, content, clarity, and appropriateness of word choice. (1, 2, 4, 12, 13)

6. Value the importance of open communication and the ideas and opinions expressed through this process. (3, 6, 9)

7. Appreciate creative expression in all forms of language communication as a means of enhancing the aesthetic quality of their lives. (3, 6, 8, 12, 13)

8. Respond creatively in a variety of forms to what they have experienced and learned. (3, 6, 8, 12, 13)

OBSERVING

Grade Five - Learning Objectives

1.0 Skill Acquisition and Application

The students shall:

1.1 Continue to develop and expand their visual language base.

1.2 Continue to understand that the ultimate purpose for observing is more than merely seeing; it is to gain meaning (visual literacy).

  1.2a Continue to recognize that visual literacy is the result of the interrelationship of visual images with their present knowledge and past experiences.

  1.2b Continue to recognize that perceptions differ among individuals based on their present knowledge and past experiences.

1.3 Continue to develop visual memory span in varied contexts and in all content areas.

1.4 Continue to develop the ability to attend and concentrate while observing.

  1.4a Continue to screen out competing distractions.

  1.4b Continue to discriminate and identify those visual details that are inconsistent with what is usual and expected.

1.5 Continue to identify things that visually clutter, distract, and are inappropriate to a given situation.

  1.5a Begin to identify those qualities about the visual distractions that are inappropriate (color, size, content, etc.).

1.6 Continue to understand that the purposes for observing and the situations determine the strategies used.

1.7 Use notetaking as a device for recording facts, ideas, and feelings from what they have observed.

  1.7a Begin to organize notes to show relationships.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall continue to:

2.1 Recognize that a variety of observable phenomena can be used as visual resources to obtain information.

2.2 Recognize that their own recorded observations can be used as a valid resource for information.

2.3 Use a variety of resource materials.

3.0 Critical Thinking

The students shall continue to:

3.1 Recognize varied purposes for observation.

3.2 Recognize that there are many types of materials and situations that require observation skills.

3.3 Select and interpret cues from the environment using their vision.

- 3.3a Identify specific, descriptive properties and details.
- 3.3b Develop classification skills.
- 3.3c Distinguish relevant from irrelevant properties and details.
- 3.3d Identify significant relevant details of an event.
- 3.3e Identify the sequence of details within an event.
- 3.3f Identify main ideas of an event.
- 3.3g Identify cause-effect relationships within an event.
- 3.3h Develop the ability to summarize main ideas and significant relevant details of an event.
- 3.3i Predict outcomes, make inferences, and draw conclusions.
- 3.3j Formulate questions.

3.4 Analyze and evaluate cues from the environment using their vision.

- 3.4a Associate personal experiences and feelings to things that they have observed.
- 3.4b Identify the relationships among significant relevant properties and details.

3.4c Make judgments about relationships among significant relevant properties and details.

3.4d Distinguish fact from fantasy based on supporting details.

3.4e Recognize sensory illusions.

3.4f Evaluate meanings conveyed by body language (posture, gesture, facial expression, position, etc.).

3.4g Apply ideas and information to new situations.

3.4h Recognize the differences between fact and opinion.

3.4i Form opinions based on supporting details.

3.4j Begin to recognize how parts relate to the whole.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create visual images by interrelating observations with their backgrounds (cultural, experiential, knowledge).

4.2 Respond creatively to the visual images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.3 Create alternatives from observations interrelated with their knowledge, cultural, and experiential backgrounds (divergent thinking).

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perceptions of and judgements about observations they have made.

5.2 Respect differing interpretations of observations that have been made.

5.3 Appreciate observation as a personal activity that can be used for solving problems, recreation, information gathering, creative expression, and for broadening their vocabulary, experiential, and knowledge bases.

5.4 Develop an appreciation for a variety of viewing experiences and situations.

5.4a Develop an appreciation of aesthetic qualities.

5.5 Develop a respect for all observable phenomena in both formal and informal situations.

5.6 Develop a desire and a willingness to observe in both formal and informal situations.

5.7 Use viewing materials in a responsible and respectful manner.

5.8 Appreciate, respect, and accept observable differences in others.

158

LISTENING

Grade Five - Learning Outcomes

1.0 Skills Acquisition and Application

The students shall;

1.1 Continue to develop and expand their aural language bases (listening vocabularies).

1.2 Continue to understand that the ultimate purpose for listening is more than merely hearing; it is to gain meaning.

1.2a Continue to recognize sounds and spoken words as separate entities whose meanings convey ideas by the way they are organized.

1.2b Continue to recognize the two-way (listener-speaker) responsibility for meaningful communication in all situations (one-to-one small group, large group, audience, etc.).

1.3 Continue to increase auditory memory span for meaningful sound sequences, words, sentences, paragraphs, and other linguistic features (see section 1.5) in varied contexts and in all content areas.

1.4 Continue to develop the ability to attend and concentrate while listening.

1.4a Continue to focus on the source and location of verbal and nonverbal sounds.

1.4b Continue to listen selectively and screen out competing distractions.

1.4c Continue to discriminate and identify sounds that deviate from those that are usual and/or from the ambient noise level in any given situation.

1.4d Continue to increase length of attention span.

1.4e Continue to use syntactic (order) and semantic (meaning) context clues to match their own reconstructed meanings with the actual meaning in the original message.

1.4f Continue to recognize key words in messages and materials that they have heard in order to follow directions and understand what is being asked.

1.4g Begin to recognize that pauses and "leftover" spaces during discussions, presentations, lectures, and readings can be used as thinking time for summarizing, drawing conclusions, formulating questions, relating content to personal experiences, and past knowledge (related, constructive thinking time vs. daydreaming).

1.5 Continue to discriminate linguistic features of organized spoken discourse.

  1.5a Continue to recognize the effects of stress, pause, pitch, cadence, rhythm, emphasis, phrasing, rate, and volume on meaning.

  1.5b Continue to identify auditory similarities and differences among words, multiple meanings of words, syntactic and grammatical contrasts.

  1.5c Identify the varied ways that an idea can be expressed (emotive language, "loaded" words, etc.).

1.6 Continue to identify sounds inappropriate for a given situation.

1.7 Continue to develop sensory imagery from sounds and messages they have heard and materials that have been read to them.

  1.7a Identify figurative language.

  1.7b Identify alliteration and onomatopoeia.

1.8 Continue to understand that the situations and the purposes for listening determine the strategies used.

1.9 Continue to develop flexibility in using concrete and abstract thinking.

1.10 Use notetaking as a device for recording facts, ideasand feelings from what they have heard.

  1.10a Begin to organize notes to show relationships.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall continue to:

2.1 Understand that a variety of resources can be used auditorily to obtain information (demonstrations, presentations, discussions, interviews, recordings, etc.)

2.2 Understand that resources that involve listening can be used with equal validity to other nonprint and to printed reference materials.

2.3 Use a variety of resource materials to obtain information on a given specific topic, and begin to assimilate the information for specific purposes(s).

3.0 Critical Thinking

The students shall:

- 3.1 Continue to develop their aural language bases (listening vocabularies) unique to all content areas.
- 3.2 Identify varied purposes and appropriate times for listening.
- 3.3 Continue to use a variety of listening materials for varied purposes.
- 3.4 Identify various types of listening situations and begin to relate specific purpose to a given situation.
- 3.5 Continue to select and interpret sounds, messages, and materials that they have heard.
    - 3.5a Continue to identify a speaker's purpose(s)(to inform, entertain, persuade, discuss, etc.)
    - 3.5b Continue to identify and recall specific facts and ideas.
    - 3.5c Continue to expand classification skills and to develop recognition of relationships between and among them in all content areas.
    - 3.5d Continue to distinguish relevant from irrelevant ideas and information.
    - 3.5e Continue to recognize significant relevant details.
    - 3.5f Use sequencing skills to recognize organizational outlines/patterns in spoken discourse (presentations, demonstrations, lectures, etc.).
    - 3.5g Continue to recognize main ideas.
    - 3.5h Continue to identify cause-effects relationships.
    - 3.5i Continue to recognize variations in tones and moods.
    - 3.5j Continue to develop ability to summarize significant relevant details, main ideas, etc.
    - 3.5k Continue to predict outcomes, make inferences and draw conclusions.
    - 3.5l Continue to paraphrase.
    - 3.5m Continue to understand the various types of questions that can be asked.
    - 3.5n Continue to answer and formulate questions (interactive listening).

3.6 Continue to analyze and evaluate sounds and messages that they have heard.

- 3.6a Continue to associate personal experiences and feelings to characters, situations, and content area information.
- 3.6b Continue to make judgements about characters, situations, and content area information.
- 3.6c Distinguish fact from fantasy based on supporting details.
- 3.6d Continue to recognize discrepancies between the content of what they have heard and the manner in which it was expressed.
- 3.6e Continue to apply ideas and information to new situations.
- 3.6f Continue to identify areas of misunderstanding in the reception of information.
- 3.6g Continue to inspect, compare, and contrast appropriateness and appeal of descriptive words and phrases and begin to inspect, compare, and contrast ideas.
- 3.6h Continue to recognize and begin to identify the differences between fact and opinion.
- 3.6i Continue to form opinions based on supporting details.
- 3.6j Recognize a speaker's qualifications (knowledge and experiential base) in order to determine credibility of information.

3.7 Continue to differentiate between the speaker and what is being said in order to listen objectively to the message.

3.8 Continue to recognize and accept constructive criticism.

3.9 Begin to recognize the use of fallacies in spoken discourse (self-contradictions, avoidance of the question, etc.)

3.10 Recognize when an entire idea has been expressed.

3.11 Begin to recognize various devices a speaker may use to influence them (music, propaganda, sales pressure, etc.).

3.12 Begin to synthesize divergent thoughts and ideas stimulated by information received.

3.13 Begin to compare and contrast various speakers' points of view on a given topic.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to sound images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.2 Create expressive alternatives based on visual and other sensory images formed from sounds, messages, and materials that they have heard interrelated with their backgrounds (cultural, knowledge, experiential), observations, discussions, feelings, etc.

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perception and judgments of sounds, messages, and materials that they have heard.

5.2 Respect differing interpretations of sounds, messages, and materials that have been heard.

5.3 Appreciate listening as a personal activity which can be used for solving problems, recreation, information, creative expression, and for broadening experiential and knowledge bases.

5.4 Develop an appreciation for a variety of listening experiences and situations (concerts, recitals, plays, nature, conversations, discussions, presentations, etc.).

5.4a Develop an appreciation of aesthetic qualities.

5.5 Develop respect for speakers, performers, presenters, etc. when heard in audience situations.

5.6 Develop respect for other audience members.

5.7 Develop a desire and a willingness to listen (critically, creatively, empathetically, etc.) in both formal and informal situations.

5.8 Use listening materials in a responsible and respectful manner.

5.9 Appreciate, respect and accept language and speech differences in others.

5.10 Develop an appreciation for power and influence of the spoken word.

5.11 Develop an appreciation for richness and depth of the English language by listening to well prepared oral interpretations of stories, poems, chants, etc.

163

A MODEL OF THE SPEAKING PROCESS
(Adapt to particular grade level)

PRE-SPEAKING SKILLS

I. Determine purpose and audience.

II. Choose appropriate form of speaking to achieve purpose.

III. Generate ideas and information from past experiences and knowledge.
  A. Brainstorming
  B. Visualizing (forming sensory imagery)

IV. Gather information using more than one source.
  A. Seeing
    1. Reading-researching
    2. Careful observation
  B. Listening
    1. Interviewing
    2. Attentive listening to prepared material
    3. Attentive listening to environmental sounds
  C. Touching
  D. Tasting
  E. Smelling

V. Relate new information to past experiences and knowledge.

VI. Organize information.
  A. Taking notes from the sources used
  B. Mapping and/or outlining schema information
    1. Use the organization generated through prewriting skills to develop main ideas
    2. Expand main ideas according to the chosen structure (paragraph, sentence, stanza, etc.).
    3. Select language appropriate for the chosen audience (formal-informal, dialect, selection of adjectives, etc.)

SPEAKING SKILLS

I. Use appropriate language and register for the chosen audience (formal, informal, dialect, word choice, etc.).

II. Use appropriate voice quality, inflection, pacing, and expression.

III. Use appropriate eye-contact, posture, gestures, and poise.

IV. Articulate and enunciate words.

V. Speak precisely, clearly, logically, and coherently.

VI. Communicate thoughts and ideas in complete sentences.

RESTATING SKILLS

I. Examine spoken word.
  A. Determine if message is understood
    1. Read nonverbal responses
    2. Ask audience questions
    3. Understand audiences' questions
    4. Evaluate self
  B. Determine appropriate response

II. Respond to audience and self-evaluation.
  A. Paraphrase
  B. Restate
  C. Reiterate
  D. Elaborate
  E. Summarize
  F. Continue speaking

SPEAKING

Grade Five - Learning Outcomes

1.0 Skill Acquisition and Application

General Skills Applicable to ALL Speaking Situations

The students shall continue to:

1.1 Develop and expand their oral language bases (vocabulary).

1.2 Understand that the speaker's responsibilities include communicating a specific message to a receiver, evaluating the receiver's response, and reacting appropriately (reiterate, restate, elaborate, continue speaking, etc.).

1.3 Develop their auditory memory span in order to remember a speaker's message for the purpose of asking pertinent questions and/or offering relevant comments.

1.4 Develop skill in speaking precisely, clearly, logically, and coherently.

1.5 Develop skill in articulating and enunciating words.

1.6 Develop skill in using appropriate voice quality, inflection, pacing, and expression.

1.7 Develop skill in using poise, and appropriate eye-contact, posture, and gestures.

1.8 Use appropriate register (formal to informal language) when speaking.

1.9 Speak in complete sentences when appropriate.

1.10 Experiment with alternate ways to express orally the same idea using increasingly complex sentence structure.

1.11 Speak at the appropriate time and in the appropriate setting.

Skills Applicable to TWO-WAY Communication Situations.

The students shall continue to:

1.12 Be active listening and speaking participants in the exchange of thoughts and ideas during discussion.

1.13 Use appropriate social conventions when interjecting a comment or question, introducing one person to another, and speaking on the telephone.

1.14 Make pertinent and relevant comments when discussing a topic.

1.15 Communicate orally opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

Forms of Oral Language Experiences

The students shall:

1.16 Continue to understand the various roles and responsibilities individuals have in the following speaking situations, and participate in those forms of oral communication:

- 1.16a Conversation and informal sharing
- 1.16b Formulating, asking, and answering questions
- 1.16c Using the telephone
- 1.16d Informal and directed discussions
- 1.16e Storytelling
- 1.16f Choral presentations and rehearsed readings
- 1.16g Creative drama
- 1.16h Making introductions
- 1.16i Giving messages, directions, and explanations, and making announcements
- 1.16j Conducting interviews
- 1.16k Formal reporting
- 1.16l Giving reviews of books, movies, and television programs
- 1.16m Conducting meetings using parliamentary procedure
- 1.16n Panel discussions

2.0 Use of Resources (for more detail refer to the Library Media Skills Curriculum Guide)

The students shall:

2.1 Continue to use the Library Media Center (LMC) to gather information suitable for assignment needs in oral presentations.

2.2 Continue to use a variety of resources from the Library Media Center (LMC) to gather information on a particular topic for oral presentations.

2.3 Continue to use their own background of experiences and knowledge, and their five senses as sources of information for oral presentations.

2.4 Continue to identify and use appropriate resource persons as sources of information on a particular topic for oral presentations.

2.5 Begin to organize and prepare succinctly information from various sources on notecards for oral presentations.

2.6 Begin to handle effectively notecards during oral presentations.

3.0 Critical Thinking

The students shall:

3.1 Analyze their own and others' purposes for speaking (inform, entertain, persuade, discuss, etc.).

3.2 Analyze the various situational contexts (audience, setting) in which they will speak.

3.3 Continue to experiment with and compare and contrast the various modes of presentation which include word choice, register (formal to informal language), articulation, pacing, voice, quality, poise, eye-contact, posture, gestures, and expression.

3.4 Continue to compare modes of presentation with situational contexts and select and use the appropriate mode of presentation for a specific situational context.

3.5 Continue to make only relevant and pertinent comments when speaking.

3.6 Continue to identify areas of misunderstanding in the reception of information so they can formulate and ask appropriate and clearly stated questions for clarification.

3.7 Continue to understand the various types of questions and respond appropriately to them.

3.8 Continue to sequence their ideas in order to communicate orally in a clear and logical manner.

3.9 Continue to recognize and identify their main ideas so that they can orally communicate the major points and supporting details in a clear and logical manner.

3.10 Continue to identify and formulate pertinent and appropriate questions to gather information on a specific topic and phrase them in a clear and logical manner.

3.11 Continue to recognize the difference between fact and opinion in order to communicate orally accurate information.

3.12 Develop skill in paraphrasing and summarizing information received for the purpose of clarifying ideas.

3.13 Begin to synthesize divergent thoughts and ideas stimulated by information received, and ask for elaboration in a clear and logical manner.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create and express visual and other sensory images when sharing informally, telling stories, giving reviews of books, movies, and television programs, giving formal reports, sharing choral presentations, rehearsed readings, and creative drama, debating, and participating in discussions.

5.0 Attitude Building

The students shall continue to:

5.1 Appreciate and respect cultural and geographic variances in speech.

5.2 Appreciate and respect ideas and opinions that are different from their own ideas and opinions.

5.3 Be aware of the importance of orally communicating opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

5.4 Develop increased confidence in their own speaking abilities and appreciate others' speaking abilities.

5.5 Take responsibility for contributing to the development of an atmosphere devoid of undue criticism and judgement so that others feel free to share their ideas.

5.6 Develop a desire and willingness to share ideas, stories, poems, etc. using the various forms of oral communication.

5.7 Be aware of the importance of the speaker's responsibilities in evaluating the receiver's response and reacting appropriately (reiterate, restate, elaborate, continue speaking) in addition to communicating a specific message.

5.8 Discriminate between the speaker and what she/he says in order to listen objectively to a speaker's message and respond appropriately.

5.9 Develop an appreciation for the power and influence of the spoken word.

5.10 Be aware of and take responsibility for the potential impact of their own spoken words on others.

5.11 Develop a growing appreciation for the richness and depth of the English language by sharing and listening to well-prepared oral interpretations of stories, poems, chants, etc.

5.12 Be aware of the importance of precision, clarity, and logical thinking in verbal expressions of thoughts and ideas.

5.13 Be aware of the importance of articulation, enunciation, and coherence when verbally communicating thoughts and ideas.

5.14 Be aware of the importance of voice quality, inflection, pacing, and expression when verbally communicating thoughts and ideas.

5.15 Be aware of the importance of poise, eye-contact, posture, and gestures when verbally communicating thoughts and ideas.

READING

Grade Five - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

- 1.1 Continue to develop and expand their oral language bases (vocabulary).
- 1.2 Continue to read to gain meaning, rather than merely to pronounce words.
- 1.3 Continue to read a wide variety of materials which includes trade books, newspapers, magazines, pamphlets, basals, poems, etc.
- 1.4 Continue to develop their visual memory span in order to remember graphic forms.
- 1.5 Continue to develop sensory imagery.
  - 1.5a Identify figurative language (similes, metaphors, personification).
  - 1.5b Identify alliteration (bees buzz) and onomatopoeia (v-room!, pow!).
- 1.6 Continue to broaden sight word vocabulary used in both narrative and expository materials.
- 1.7 Continue to apply knowledge of directionality variations to materials in all content areas (math problems, texts, workbooks, etc.).
- 1.8 Apply knowledge of the linguistic properties of letters, words, and sentences.
  - 1.8a Continue to use alphabetizing skills.
  - 1.8b Identify homonyms (ate-eight), synonyms (large-big), antonyms (fat-skinny), homographs (live, tear), and words with multiple meanings (bark).
  - 1.8c Identify the varied ways that an idea can be expressed (emotive language, headlines, word order, etc.).
- 1.9 Continue to use word analysis skills (phonics, structural analysis) to decode unknown words.
  - 1.9a Continue to decode root words, prefixes, suffixes, and common syllables (structural analysis).
- 1.10 Continue to use context clues to decode word meaning and word pronunciation.

1.11 Continue to understand that not all words can be decoded by using phonic generalizations.

1.12 Continue to understand that context clues should always be the first cue to be used to decode unknown words in continuous text.

1.13 Continue to integrate context clues with word analysis skills to decode unknown words in continuous text.

1.14 Continue to use predicting, confirming, and self-correcting strategies when reading both narrative and expository materials.

1.15 Continue to vary reading strategies in both oral and silent reading, depending on purpose.

- 1.15a Prepare and practice reading orally materials for sharing in true audience situations using appropriate rate, fluency, and expression.

- 1.15b Continue to understand that silent reading involves different strategies from oral reading and that these strategies may differ among individuals.

- 1.15c Use study techniques such as the SQ3R technique (survey, question, read, recite, review) with all content area materials.

- 1.15d Continue to scan for specific information and skim for general overview of content.

- 1.15e Continue to develop fluency and rate appropriate to purpose for reading and type of material.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall continue to:

2.1 Use the Library Media Center (LMC) for a variety of purposes.

2.2 Use the parts of a book appropriately.

2.3 Use pictures, charts, graphs, maps, and nonprint media for specific purposes.

2.4 Use reference materials for specific purposes.

2.5 Use more than one source for locating information on a specific topic.

3.0 Critical Thinking

The students shall:

- 3.1 Continue to recognize varied purposes for reading.
- 3.2 Make comparisons between and among various types of fiction and non-fiction.
- 3.3 Continue to interpret materials that they have read themselves and materials that have been read to them.
  - 3.3a Continue to identify an author's purpose(s) for encoding ideas and his/her point(s) of view.
  - 3.3b Continue to expand classification skills and develop recognition of the relationships between and among them for organizational purposes in all content areas.
  - 3.3c Use sequencing skills for organizational purposes.
  - 3.3d Continue to recognize the main idea in sentences, paragraphs, stories, and in all content area materials.
  - 3.3e Continue to identify cause-effect relationships.
  - 3.3f Continue to recognize variations in tones and moods in literature.
  - 3.3g Continue to develop the ability to summarize from information presented in narrative and expository materials.
  - 3.3h Continue to predict outcomes, make inferences, and draw conclusions from materials in all content areas.
  - 3.3i Recognize plot structure and theme in literature.
- 3.4 Continue to evaluate materials that they have read themselves and materials that have been read to them.
  - 3.4a Continue to relate personal experiences and feelings to characters, situations, and content area information.
  - 3.4b Continue to make judgments about characters, situations, and content area information.
  - 3.4c Continue to distinguish fact from fantasy based on supporting evidence.
  - 3.4d Recognize author's qualifications (knowledge and experiential base) in order to determine credibility of the information, and begin to analyze his/her purposes.
  - 3.4e Continue to analyze characterization techniques used by authors.

3.4f Continue to recognize the difference between fact and opinion.

3.4g Continue to form opinions based on supporting details.

3.4h Assimilate ideas from literature and information from other resource materials for broadening their knowledge bases in all content areas.

3.5 Continue to identify and recall specific facts and ideas from materials that they have read themselves and from materials that have been read to them.

3.5a Continue to distinguish relevant from irrelevant information.

3.5b Continue to recognize significant, relevant details.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to materials that have been read to them or that they have read themselves.

4.1a Create and express visual and other sensory images through drawings, paintings, creative writings, choral presentations, rehearsed readings, poetry, dramatics, discussions, and/or other art forms.

5.0 Attitude Building

The students shall continue to:

5.1 Use reading as a personal activity for solving problems, recreation, gaining information, and for broadening experiential and knowledge bases.

5.2 Show an interest in books and a desire to read.

5.3 Show an appreciation for literature.

5.4 Use print and nonprint materials in a responsible and respectful manner.

WRITING

Grade Five - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

- 1.1 Know that the purpose of written communication is to convey meaning and feelings from writer to receiver.
  - 1.1a Know that writing is a record of thought.
  - 1.1b Begin to be aware that writing is a means of clarifying and refining the thought process.
- 1.2 Know that writing forms vary according to purpose and audience.
  - 1.2a Continue to understand and use accepted formats and structures for different writing forms (stories, poems, letters, etc.).
  - 1.2b Understand that the use of accepted formats and structures is an aid in communicating with the writer's audience.
- 1.3 Know and use different kinds of writing (creative, personal, and expository).
  - 1.3a Write stories.
    - 1) Refine the effectiveness of story writing through the use of narration, description, and dialogue.
  - 1.3b Write poems.
    - 1) Continue to understand and use poetic devices (alliteration, onomatopoeia, simile, metaphor, personification, etc.).
  - 1.3c Use dramatic writing forms (dialogue, short plays, etc.).
  - 1.3d Continue to use personal writing forms (journals, diaries, letters, etc.).
  - 1.3e Write reports, essay answers, and use other beginning expository writing forms.
  - 1.3f Write news stories and begin to write editorials.
  - 1.3g Write titles and captions.

1.4 Continue to understand the importance of the organization of ideas and their placement on the page (format).

- 1.4a Continue to generate and organize ideas through brainstorming.
- 1.4b Classify and sequence ideas into chronological, logical, and topical order.
- 1.4c Use outlining format (main topics, subtopics, and details).
- 1.4d Begin notetaking.
- 1.4e Continue to give structure to stories by delineating setting, character, problem, climax, and conclusion.
- 1.4f Continue to learn about and use various poetic structures.
- 1.4g Use conventional friendly letter forms, including the addressing of envelopes.
- 1.4h Use "who, what, where, when, why, and how" in writing news stories.
- 1.4i Become aware of and use the "introduction, body, and conclusion" format in expository writing.
- 1.4j Continue to structure ideas and sentences into paragraphs (main idea and supporting details).
  1) Understand that each new idea and change of speaker in dialogue require a new paragraph.
  2) Understand that paragraphs must be sequenced and linked for clarity and development of ideas.
- 1.4k Continue to develop an understanding of sentence structure.
  1) Continue to use and identify simple sentences (declarative, interrogative, exclamatory, and imperative).
  2) Continue to identify subjects and predicates and recognize their need for agreement.
  3) Continue to use more complex sentence forms.
- 1.41 Use margins and indentations.
- 1.4m Use appropriate headings on assignments.

1.5 Continue to develop and expand a written vocabulary to convey a variety of precise meanings, feelings, and moods.

1.6 Continue to develop handwriting skills.

1.6a Continue to refine and develop proficiency in the use of cursive letter formation.

1.6b Continue to understand the importance of legibility.

1.6c Maintain proficiency in manuscript letter formation.

1.6d Begin to critique handwriting for legibility.

1.7 Continue to acquire knowledge and skills necessary for accuracy and clarity of written communication.

1.7a Continue to refine and practice standard usage.

1.7b Continue to develop spelling skills.

1) Use visual memory skills.

2) Use phonetic generalizations that apply to large numbers of words.

3) Continue to acquire proficiency in spelling high frequency words.

1.7c Know and use proper capitalization (see Capitalization Matrix).

1.7d Know and use proper punctuation (see Punctuation Matrix).

1.8 Edit, revise, and proofread selected writing samples for elements of content, structure, form, language, and mechanics.

1.8a Continue to evaluate writing and improve on weaknesses.

1.8b Proofread written material for proper capitalization, punctuation, spelling, and handwriting.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall continue to:

2.1 Use their experiential background as a primary source of information and ideas.

2.1a Use brainstorming techniques to draw on present knowledge and past experiences.

2.1b Use visualization as a tool in forming sensory images.

2.1c Relate information gathered from other sources to present knowledge and past experiences.

2.2 Use printed material as a source of information and ideas.

2.3 Use careful observation as a source of information and ideas.

2.4 Listen to other people, media, and environmental sounds to gather information and ideas.

2.5 Gather information and ideas through the senses of sight, hearing, taste, touch, and smell.

3.0 Critical Thinking

The students shall continue to:

3.1 Use a selective process to determine:
Purpose for communicating.
Topic to be developed.
Information and ideas to develop the topic.
Form the writing will take (story, poem, letter, etc.).
Language appropriate to the audience.
Sentence variety.
Appropriate choice of words and phrases.

3.2 Categorize information and ideas for written communication.

3.3 Analyze information and ideas for appropriate sequencing.

3.4 Summarize information and ideas.

3.5 Evaluate effectiveness of written communication (Does it make sense?, Does it sound right?, etc.).

4.0 Creative Expression and Response

The students shall continue to:

4.1 Develop fluency in written language expression.

4.2 Explore and experiment with different content, structure, writing forms, language, and style.

4.3 Develop originality through imaginative expression of ideas and selection of words and phrases.

5.0 Attitude Building

The students shall:

5.1 Continue to develop an enjoyment of and enthusiasm for the adventure of researching, the process of writing, and the finished product.

5.2 Continue to take pride in the clarity, accuracy, and neatness of the product.

5.3 Continue to develop perseverance in the complex writing process.

5.4 Continue to develop appreciation for the value of written communication.

5.5 Begin to develop an appreciation for the changing nature of language.

5.6 Continue to develop an appreciation of the originality and style of written communication.

5.7 Continue to develop respect for the integrity of the writing of others.

5.8 Continue to find self-fulfillment and satisfaction through written communication.

LANGUAGE ARTS
Grade Six

Grade Level Description

Observing:

In sixth grade, students continue to refine and expand their ability to gain meaning through observation by becoming discriminating observers. They learn varied purposes for observing and continue to develop appropriate strategies to gain meaning. Always, students are asked to relate what they observe to their present knowledge and experiential background. They continue to increase their ability to attend and concentrate while observing and reacting, and they continue to develop visual memory skills. Observing for aesthetic purposes is stressed, as well as observing to gain meaning.

Listening:

Students continue to expand and refine their listening skills in all situations. They should become evaluative listeners and begin to analyze and synthesize information in order to confirm or reject hypotheses for individual and group problem solving. They become aware of bias and point of view and begin to evaluate a speaker's qualifications in order to determine credibility of information. They should be able to use pauses in presentations for related thinking, for summarizing, making comparisons, and formulating questions. Their listening vocabularies continue to expand with exposure to the more technical and refined languages unique to the various content areas.

Speaking:

Students continue to refine and expand all skills and concepts presented at the earlier grades. Students select the appropriate form of oral communication and mode of presentation for their own purposes and audience. Skill in communicating orally ideas and opinions different from those expressed by others in a clear, assertive, tactful, and respectful manner is expected.

Reading:

Students are expected to be flexible in the strategies they use to decode unknown words. They are also expected to understand that the purpose for reading is to gain meaning. Using the appropriate style and rate depending on purpose is still emphasized, as well as reading/study skills and using study techniques such as SQ3R when reading all content area materials. Critical thinking skills are still developed and emphasized.

Writing:

In sixth grade the student continues to refine and expand all skills developed at earlier grade levels. Students encounter writing activities in content areas and they experiment with all kinds of writing. Note taking and outlining should be practiced. Editing, revision, and proofreading are expected on selected writing samples. Spelling written vocabularies and knowledge of correct language usage and conventions continues to expand.

Grade Level Objectives
Grade Six

The following objectives are based upon the general goals of Language Arts for the district.

The students shall continue to:

1. Develop, expand, refine, and apply skills in all content areas for reading and writing and for purposeful observing, listening, and speaking. (1, 2, 4, 7, 9, 12)
2. Understand that there are specific and interrelated purposes for observing, listening, speaking, reading, and writing. (4, 5, 8, 10)
3. Use their own knowledge, experiential background, and a variety of other resources to obtain information. (1, 2, 7, 12)
4. Develop and expand the knowledge base and thinking skills that will enable them to express themselves effectively and comprehend information they receive. (1, 2, 3, 4, 5, 9)
5. Evaluate and critique their own written and spoken communication and that of others for achievement of purpose, originality, organization, content, clarity, and appropriateness of word choice. (1, 2, 4, 12, 13)
6. Value the importance of open communication and the ideas and opinions expressed through this process. (3, 6, 9)
7. Appreciate creative expression in all forms of language communication as a means of enhancing the aesthetic quality of their lives. (3, 6, 8, 12, 13)
8. Respond creatively in a variety of forms to what they have experienced and learned. (3, 6, 8, 12, 13)

OBSERVING

Grade Six - Learning Objectives

1.0 Skill Acquisition and Application

The students shall continue to:

1.1 Develop and expand their visual language base.

1.2 Understand that the ultimate purpose for observing is more than merely seeing; it is to gain meaning (visual literacy).

  1.2a Recognize that visual literacy is the result of the interrelationship of visual images with their present knowledge and past experiences.

  1.2b Recognize that perceptions differ among individuals based on present knowledge and past experiences.

1.3 Develop visual memory span in varied contexts and in all content areas.

1.4 Develop the ability to attend and concentrate while observing.

  1.4a Screen out competing distractions.

  1.4b Discriminate and identify those visual details that are inconsistent with what is usual and expected.

1.5 Identify things that visually clutter, distract and are inappropriate to a given situation.

  1.5a Identify those qualities about the visual distractions that are inappropriate (color, size, content, etc.).

1.6 Understand that the purposes for observing and the situations determine the strategies used.

1.7 Use notetaking as a device for recording facts, ideas, and feelings from what they have observed.

  1.7a Organize notes to show relationships.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall continue to:

2.1 Recognize that a variety of observable phenomena can be used as visual resources to obtain information.

2.2 Recognize that their own recorded observations can be used as valid resources for information.

2.3 Use a variety of resource materials.

3.0 Critical Thinking

The students shall continue to:

3.1 Recognize varied purposes for observation.

3.2 Recognize that there are many types of materials and situations that require observation skills and respond/react appropriately.

3.3 Select and interpret cues from their environment using their vision.

- 3.3a Identify specific, descriptive properties and details.
- 3.3b Develop classification skills.
- 3.3c Distinguish relevant from irrelevant properties and details.
- 3.3d Identify significant relevant details of an event.
- 3.3e Identify the sequence of details within an event.
- 3.3f Identify main idea(s) of an event.
- 3.3g Identify cause-effect relationships within an event.
- 3.3h Develop the ability to summarize main ideas and significant relevant details.
- 3.3i Predict outcomes, make inferences, and draw conclusions.
- 3.3j Formulate questions.

3.4 Aanalyze and evaluate cues from the environment using their vision.

- 3.4a Associate personal experiences and feelings to things that they have observed.
- 3.4b Identify the relationships among significant relevant properties and details.
- 3.4c Make judgments about relationships among significant relevant properties and details.
- 3.4d Distinguish fact from fantasy based on supporting details.
- 3.4e Recognize sensory illusions.
- 3.4f Evaluate the meanings conveyed by body language (posture, gesture, facial expression, position, etc.).

3.4g Apply ideas and information to new situations.

3.4h Recognize the differences between fact and opinion.

3.4i Form opinions based on supporting details.

3.4j Recognize how parts relate to the whole.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create visual images by interrelating observations with their backgrounds (cultural, knowledge, experiential).

4.2 Respond creatively to visual images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.3 Create alternatives based on visual images formed from observations interrelated with their knowledge, cultural, and experiential backgrounds (divergent thinking).

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perceptions of and judgements about observations they have made.

5.2 Respect differing interpretations of observations that have been made.

5.3 Appreciate observation as a personal activity that can be used for solving problems, recreation, information gathering, creative expression, and for broadening their vocabulary, experiential, and knowledge bases.

5.4 Develop an appreciation for a variety of viewing experiences and situations.

5.4a Develop an appreciation of aesthetic qualities.

5.5 Develop respect for all observable phenomena in both formal and informal situations.

5.6 Develop a desire and willingness to observe informal and formal situations.

5.7 Use viewing materials in a responsible and respectful manner.

5.8 Appreciate, respect, and accept observable differences in others.

LISTENING

Grade Six - Learning Outcomes

1.0 Skills Acquisition and Application

The students shall:

- 1.1 Continue to develop and expand their aural language bases (listening vocabularies).
- 1.2 Continue to understand that the ultimate purpose for listening is more than merely hearing; it is to gain meaning.
  - 1.2a Continue to recognize sounds and spoken words as separate entities whose meanings convey ideas by the way they are organized.
  - 1.2b Continue to recognize the two-way (listener-speaker) responsibility for meaningful communication in all situations (one-to-one small group, large group, audience, etc.).
- 1.3 Continue to increase auditory memory span for meaningful sound sequences, words, sentences, paragraphs, and other linguistic features (see section 1.5) in varied contexts and in all content areas.
- 1.4 Continue to develop the ability to attend and concentrate while listening.
  - 1.4a Continue to focus on the source and location of verbal and nonverbal sounds.
  - 1.4b Continue to listen selectively and screen out competing distractions.
  - 1.4c Continue to discriminate and identify sounds that deviate from those that are usual and/or from the ambient noise level in any given situation.
  - 1.4d Continue to increase length of attention span.
  - 1.4e Continue to use syntactic (order) and semantic (meaning) context clues to match their own reconstructed meanings with the actual meaning in the original message.
  - 1.4f Continue to recognize key words in messages and materials that they have heard in order to follow directions and understand what is being asked.
  - 1.4g Begin to recognize that pauses and "leftover" spaces during discussions, presentations, lectures and readings can be used as thinking time for summarizing, drawing conclusions, formulating questions, relating content to personal experiences, and past knowledge (related, constructive thinking time vs. daydreaming).

1.5 Continue to discriminate linguistic features of organized spoken discourse.

  1.5a Continue to recognize the effects of stress, pause, pitch, cadence, rhythm, emphasis, phrasing, rate, and volume on meaning.

  1.5b Continue to identify auditory similarities and differences among words, multiple meanings of words, syntactic and grammatical contrasts.

  1.5c Continue to identify the varied ways that an idea can be expressed (emotive language, "loaded" words, etc.).

1.6 Continue to identify sounds inappropriate for a given situation.

1.7 Continue to develop sensory imagery from sounds and messages they have heard and materials that have been read to them.

  1.7a Continue to identify figurative language.

  1.7b Continue to identify alliteration and onomatopoeia.

1.8 Continue to understand that the situations and the purposes for listening determine the strategies used.

1.9 Continue to develop flexibility in using concrete and abstract thinking.

1.10 Continue to use notetaking as a device for recording facts, ideas and feelings from what they have heard.

  1.10a Organize notes to show relationships.

2.0 Use of Resources (for more detail refer to Liarary Media Skills Curriculum Guide)

The students shall continue to:

2.1 Understand that a variety of resources can be used auditorily to obtain information (demonstrations, presentations, discussions, interviews, recordings, etc.)

2.2 Understand that resources that involve listening can be used with equal validity to other nonprint and to printed reference materials.

2.3 Use a variety of resource materials to obtain information on a given specific topic, and begin to assimilate the information for specific purposes(s).

3.0 Critical Thinking

The students shall:

3.1 Continue to develop their aural language bases (listening vocabularies) unique to all content areas.

3.2 Continue to identify varied purposes and appropriate times for listening.

3.3 Continue to use a variety of listening materials for varied purposes.

3.4 Continue to identify various types of listening situations and relate specific purpose to a given situation.

3.5 Continue to select and interpret sounds, messages, and materials that they have heard.

- 3.5a Continue to identify a speaker's purpose(s)(to inform, entertain, persuade, discuss, etc.)
- 3.5b Continue to identify and recall specific facts and ideas.
- 3.5c Continue to expand classification skills and to develop recognition of relationships between and among them in all content areas.
- 3.5d Continue to distinguish relevant from irrelevant ideas and information.
- 3.5e Continue to recognize significant relevant details.
- 3.5f Continue to use sequencing skills to recognize organizational outlines/patterns in spoken discourse (presentations, demonstrations, lectures, etc.).
- 3.5g Continue to recognize main ideas.
- 3.5h Continue to identify cause-effects relationships.
- 3.5i Continue to recognize variations in tones and moods.
- 3.5j Continue to develop ability to summarize significant relevant details, main ideas, etc.
- 3.5k Continue to predict outcomes, make inferences and draw conclusions.
- 3.5l Continue to paraphrase.
- 3.5m Continue to understand the various types of questions that can be asked.
- 3.5n Continue to answer and formulate questions (interactive listening).

3.6 Continue to analyze and evaluate sounds and messages that they have heard.

3.6a Continue to associate personal experiences and feelings to characters, situations, and content area information.

3.6b Continue to make judgements about characters, situations, and content area information.

3.6c Continue to distinguish fact from fantasy based on supporting details.

3.6d Continue to recognize discrepancies between the content of what they have heard and the manner in which it was expressed.

3.6e Continue to apply ideas and information to new situations.

3.6f Continue to identify areas of misunderstanding in the reception of information.

3.6g Continue to inspect, compare, and contrast appropriateness and appeal of descriptive words and phrases and begin to inspect, compare, and contrast ideas.

3.6h Identify and begin to analyze the differences between fact and opinion.

3.6i Continue to form opinions based on supporting details.

3.6j Continue to recognize and begin to evaluate a speaker's qualifications (knowledge and experiential base) in order to determine credibility of information.

3.6k Begin to compare and contrast various speaker's point of view on a given topic.

3.6l Begin to analyze information in order to confirm or reject hypotheses on a given topic.

3.6m Begin to recognize and identify rational connections between their own thoughts and ideas and those expressed by others for individual and group problem solving.

3.7 Continue to differentiate between the speaker and what is being said in order to listen objectively to the message.

3.8 Continue to accept constructive criticism.

3.9 Recognize use of fallacies in spoken discourse (self-contradictions, avoidance of the question, etc.)

3.10 Continue to recognize when an entire idea or concept has been expressed.

3.11 Recognize various devices a speaker may use to influence them (music, propaganda, sales pressure, etc.).

3.12 Synthesize divergent thoughts and ideas stimulated by information received.

3.13 Compare and contrast various speakers' points of view on a given topic.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to sound images by participating in verbal descriptions, drawings, dramatics, creative writings, and other art forms.

4.2 Create expressive alternatives based on visual and other sensory images formed from sounds, messages, and materials that they have heard interrelated with their backgrounds (cultural, knowledge, experiential), observations, discussions, feelings, etc.

5.0 Attitude Building

The students shall continue to:

5.1 Have respect for and pride in their own perception and judgements of sounds, messages, and materials that they have heard.

5.2 Respect differing interpretations of sounds, messages, and materials that have been heard.

5.3 Appreciate listening as a personal activity which can be used for solving problems, recreation, information, creative expression, and for broadening experiential and knowledge bases.

5.4 Develop an appreciation for a variety of listening experiences and situations (concerts, recitals, plays, nature, conversations, discussions, presentations, etc.).

5.4a Develop an appreciation of aesthetic qualities.

5.5 Develop respect for speakers, performers, presenters, etc. when heard in audience situations.

5.6 Develop respect for other audience members.

5.7 Develop a desire and a willingness to listen (critically, creatively, empathetically, etc.) in both formal and informal situations.

5.8 Use listening materials in a responsible and respectful manner.

5.9 Appreciate, respect and accept language and speech differences in others.

5.10 Develop an appreciation for power and influence of the spoken word.

5.11 Develop an appreciation for richness and depth of the English language by listening to well prepared oral interpretations of stories, poems, chants, etc.

A MODEL OF THE SPEAKING PROCESS
(Adapt to particular grade level)

PRE-SPEAKING SKILLS

I. Determine purpose and audience.

II. Choose appropriate form of speaking to achieve purpose.

III. Generate ideas and information from past experiences and knowledge.
  A. Brainstorming
  B. Visualizing (forming sensory imagery)

IV. Gather information using more than one source.
  A. Seeing
    1. Reading-researching
    2. Careful observation
  B. Listening
    1. Interviewing
    2. Attentive listening to prepared material
    3. Attentive listening to environmental sounds
  C. Touching
  D. Tasting
  E. Smelling

V. Relate new information to past experiences and knowledge.

VI. Organize information.
  A. Taking notes from the sources used
  B. Mapping and/or outlining schema information
    1. Use the organization generated through prewriting skills to develop main ideas
    2. Expand main ideas according to the chosen structure (paragraph, sentence, stanza, etc.).
    3. Select language appropriate for the chosen audience (formal-informal, dialect, selection of adjectives, etc.)

SPEAKING SKILLS

I. Use appropriate language and register for the chosen audience (formal, informal, dialect, word choice, etc.).

II. Use appropriate voice quality, inflection, pacing, and expression.

III. Use appropriate eye-contact, posture, gestures, and poise.

IV. Articulate and enunciate words.

V. Speak precisely, clearly, logically, and coherently.

VI. Communicate thoughts and ideas in complete sentences.

RESTATING SKILLS

I. Examine spoken word.
  A. Determine if message is understood
    1. Read nonverbal responses
    2. Ask audience questions
    3. Understand audiences' questions
    4. Evaluate self
  B. Determine appropriate response

II. Respond to audience and self-evaluation.
  A. Paraphrase
  B. Restate
  C. Reiterate
  D. Elaborate
  E. Summarize
  F. Continue speaking

SPEAKING

Grade Six - Learning Outcomes

1.0 Skill Acquisition and Application

General Skills Applicable to ALL Speaking Situations

The students shall continue to:

1.1 Develop and expand their oral language bases (vocabulary).

1.2 Understand that the speaker's responsibilities include communicating a specific message to a receiver, evaluating the receiver's response, and reacting appropriately (reiterate, restate, elaborate, continue speaking, etc.).

1.3 Develop their auditory memory span in order to remember a speaker's message for the purpose of asking pertinent questions and/or offering relevant comments.

1.4 Develop skill in speaking precisely, clearly, logically, and coherently.

1.5 Develop skill in articulating and enunciating words.

1.6 Develop skill in using appropriate voice quality, inflection, pacing, and expression.

1.7 Develop skill in using poise, and appropriate eye-contact, posture, and gestures.

1.8 Use appropriate register (formal to informal language) when speaking.

1.9 Speak in complete sentences when appropriate.

1.10 Experiment with alternate ways to express orally the same idea using increasingly complex sentence structure.

1.11 Speak at the appropriate time and in the appropriate setting.

Skills Applicable to TWO-WAY Communication Situations.

The students shall continue to:

1.12 Be active listening and speaking participants in the exchange of thoughts and ideas during discussion.

1.13 Use appropriate social conventions when interjecting a comment or question, introducing one person to another, and speaking on the telephone.

1.14 Make pertinent and relevant comments when discussing a topic.

1.15 Communicate orally opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

Forms of Oral Language Experiences

The students shall:

1.16 Continue to understand the various roles and responsibilities individuals have in the following speaking situations, and participate in those forms of oral communication:

- 1.16a Conversation and informal sharing
- 1.16b Formulating, asking, and answering questions
- 1.16c Using the telephone
- 1.16d Informal and directed discussions
- 1.16e Storytelling
- 1.16f Choral presentations and rehearsed readings
- 1.16g Creative drama
- 1.16h Making introductions
- 1.16i Giving messages, directions, and explanations, and making announcements
- 1.16j Conducting interviews
- 1.16k Formal reporting
- 1.16l Giving reviews of books, movies, and television programs
- 1.16m Conducting meetings using parliamentary procedure
- 1.16n Panel discussions

2.0 Use of Resources (for more detail refer to the Library Media Skills Curriculum Guide)

The students shall continue to:

2.1 Use the Library Media Center (LMC) to gather information suitable for assignment needs in oral presentations.

2.2 Use a variety of resources from the Library Media Center (LMC) to gather information on a particular topic for oral presentations.

2.3 Use their own background of experiences and knowledge and their, five senses as sources of information for oral presentations.

2.4 Identify and use appropriate resource persons as sources of information on a particular topic for oral presentations.

2.5 Organize and prepare succinctly information from various sources on notecards for oral presentations.

2.6 Handle effectively notecards during oral presentations.

3.0 Critical Thinking

The students shall:

3.1 Analyze their own and others' purposes for speaking (inform, entertain, persuade, discuss, etc.).

3.2 Analyze the various situational contexts (audience, setting) in which they will speak.

3.3 Continue to experiment with and compare and contrast the various modes of presentation which include word choice, register (formal to informal language), articulation, pacing, voice, quality, poise, eye-contact, posture, gestures, and expression.

3.4 Continue to compare modes of presentation with situational contexts and select and use the appropriate mode of presentation for a specific situational context.

3.5 Continue to make only relevant and pertinent comments when speaking.

3.6 Continue to identify areas of misunderstanding in the reception of information so they can formulate and ask appropriate and clearly stated questions for clarification.

3.7 Continue to understand the various types of questions and respond appropriately to them.

3.8 Continue to sequence their ideas in order to communicate orally in a clear and logical manner.

3.9 Continue to recognize and identify their main ideas so that they can orally communicate the major points and supporting details in a clear and logical manner.

3.10 Continue to identify and formulate pertinent and appropriate questions to gather information on a specific topic and phrase them in a clear and logical manner.

3.11 Continue to recognize the difference between fact and opinion in order to communicate orally accurate information.

3.12 Continue to develop skills in paraphrasing and summarizing information received for the purpose of clarifying ideas.

3.13 Synthesize divergent thoughts and ideas stimulated by information received and ask for elaboration in a clear and logical manner.

3.14 Begin to explain the logical connection between ideas expressed by others and their own convergent and divergent thinking stimulated by others.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Create and express visual and other sensory images when sharing informally, telling stories, giving reviews of books, movies, and television programs, giving formal reports, sharing choral presentations, rehearsed readings, and creative drama, debating, and participating in discussions.

5.0 Attitude Building

The students shall continue to:

5.1 Appreciate and respect cultural and geographic variances in speech.

5.2 Appreciate and respect ideas and opinions that are different from their own ideas and opinions.

5.3 Be aware of the importance of orally communicating opinions, information, and viewpoints different from those expressed by others in a clear, assertive, tactful, and respectful manner.

5.4 Develop increased confidence in their own speaking abilities and appreciate others' speaking abilities.

5.5 Take responsibility for contributing to the development of an atmosphere devoid of undue criticism and judgement so that others feel free to share their ideas.

5.6 Develop a desire and willingness to share ideas, stories, poems, etc. using the various forms of oral communication.

5.7 Be aware of the importance of the speaker's responsibilities in evaluating the receiver's response and reacting appropriately (reiterate, restate, elaborate, continue speaking) in addition to communicating a specific message.

5.8 Discriminate between the speaker and what she/he says in order to listen objectively to a speaker's message and respond appropriately.

5.9 Develop an appreciation for the power and influence of the spoken word.

5.10 Be aware of and take responsibility for the potential impact of their own spoken words on others.

5.11 Develop a growing appreciation for the richness and depth of the English language by sharing and listening to well-prepared oral interpretations of stories, poems, chants, etc.

5.12 Be aware of the importance of precision, clarity, and logical thinking in verbal expressions of thoughts and ideas.

5.13 Be aware of the importance of articulation, enunciation, and coherence when verbally communicating thoughts and ideas.

5.14 Be aware of the importance of voice quality, inflection, pacing, and expression when verbally communicating thoughts and ideas.

5.15 Be aware of the importance of poise, eye-contact, posture, and gestures when verbally communicating thoughts and ideas.

READING

Grade Six - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall continue to:

- 1.1 Develop and expand their oral language bases (vocabulary).
- 1.2 Read to gain meaning, rather than merely to pronounce words.
- 1.3 Read a wide variety of materials which includes trade books, newspapers, magazines, pamphlets, basals, poems, etc.
- 1.4 Develop their visual memory span in order to remember graphic forms.
- 1.5 Develop sensory imagery.
  - 1.5a Identify figurative language (similes, metaphors, personification).
  - 1.5b Identify alliteration (bees buzz) and onomatopoeia (v-room!, pow!).
- 1.6 Broaden sight word vocabulary used in both narrative and expository materials.
- 1.7 Apply knowledge of directionality variations to materials in all content areas (math problems, texts, workbooks, etc.).
- 1.8 Apply knowledge of the linguistic properties of letters, words, and sentences.
  - 1.8a Use alphabetizing skills.
  - 1.8b Identify and use homonyms (ate-eight), synonyms (large-big), antonyms (fat-skinny), homographs (live, tear), and words with multiple meanings (bark).
  - 1.8c Identify the varied ways that an idea can be expressed (emotive language, headlines, word order, etc.).
- 1.9 Use word analysis skills (phonics, structural analysis) to decode unknown words.
  - 1.9a Decode root words, prefixes, suffixes, and common syllables (structural analysis).
- 1.10 Use context clues to decode word meaning and word pronunciation.
- 1.11 Understand that not all words can be decoded by using phonic generalizations.

1.12 Understand that context clues should always be the first cue to be used to decode unknown words in continuous text.

1.13 Integrate context clues with word analysis skills to decode unknown words in continuous text.

1.14 Use predicting, confirming, and self-correcting strategies when reading both narrative and expository materials.

1.15 Vary reading strategies in both oral and silent reading, depending on purpose.

- 1.15a Prepare and practice reading orally materials for sharing in true audience situations using appropriate rate, fluency, and expression.
- 1.15b Understand that silent reading involves different strategies from oral reading and that these strategies may differ among individuals.
- 1.15c Use study techniques such as the SQ3R technique (survey, question, read, recite, review) with all content area materials.
- 1.15d Scan for specific information and skim for general overview of content.
- 1.15e Develop fluency and rate appropriate to purpose for reading and type of material.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall continue to:

2.1 Use the Library Media Center (LMC) for a variety of purposes.

2.2 Use the parts of a book appropriately.

2.3 Use pictures, charts, graphs, maps, and nonprint media for specific purposes.

2.4 Use reference materials for specific purposes.

2.5 Use more than one source for locating information on a specific topic.

3.0 Critical Thinking

The students shall:

3.1 Continue to recognize varied purposes for reading.

3.2 Continue to make comparisons between and among various types of fiction and non-fiction.

3.3 Continue to interpret materials that they have read themselves and materials that have been read to them.

  3.3a Continue to identify an author's purpose(s) for encoding ideas and his/her point(s) of view.

  3.3b Continue to expand classification skills and develop recognition of the relationships between and among them for organizational purposes in all content areas.

  3.3c Continue to use sequencing skills for organizational purposes.

  3.3d Continue to recognize the main idea in sentences, paragraphs, stories, and in all content area materials.

  3.3e Continue to identify cause-effect relationships.

  3.3f Continue to recognize variations in tones and moods in literature.

  3.3g Continue to develop the ability to summarize from information presented in narrative and expository materials.

  3.3h Continue to predict outcomes, make inferences, and draw conclusions from materials in all content areas.

  3.3i Continue to recognize plot structure and theme in literature.

3.4 Continue to evaluate materials that they have read themselves and materials that have been read to them.

  3.4a Continue to relate personal experiences and feelings to characters, situations, and content area information.

  3.4b Continue to make judgments about characters, situations, and content area information.

  3.4c Identify fact from fantasy based on supporting evidence.

  3.4d Evaluate an author's qualifications (knowledge and experiential base) in order to determine credibility of the information, and begin to analyze author's purposes.

  3.4e Continue to analyze characterization techniques used by authors to portray characters.

3.4f Identify and begin to analyze the difference between fact and opinion.

3.4g Continue to form opinions based on supporting details.

3.4h Continue to assimilate ideas from literature and information from other resource materials for broadening their knowledge bases in all content areas.

3.4i Begin to compare and contrast various authors' points of view on a given topic.

3.4j Begin to analyze information in order to confirm or reject hypotheses on a given topic.

3.5 Continue to identify and recall specific facts and ideas from materials that they have read themselves and from materials that have been read to them.

3.5a Continue to distinguish relevant from irrelevant information.

3.5b Continue to recognize significant, relevant details.

4.0 Creative Expression and Response

The students shall continue to:

4.1 Respond creatively to materials that have been read to them or that they have read themselves.

4.1a Create and express visual and other sensory images through drawings, paintings, creative writings, choral presentations, rehearsed readings, poetry, dramatics, discussions, and/or other art forms.

5.0 Attitude Building

The students shall continue to:

5.1 Use reading as a personal activity for solving problems, recreation, gaining information, and for broadening experiential and knowledge bases.

5.2 Show an interest in books and a desire to read.

5.3 Show an appreciation for literature.

5.4 Use print and nonprint materials in a responsible and respectful manner.

WRITING

Grade Six - Learning Outcomes

1.0 Skill Acquisition and Application

The students shall:

- 1.1 Know that the purpose of written communication is to convey meaning and feelings from writer to receiver.
  - 1.1a Know that writing is a record of thought.
  - 1.1b Be aware that writing is a means of clarifying and refining the thought process.
- 1.2 Vary writing forms according to purpose and audience.
  - 1.2a Continue to understand and use accepted formats and structures for different writing forms (stories, poems, letters, etc.).
  - 1.2b Understand that the use of accepted formats and structures is an aid in communicating with the writer's audience.
- 1.3 Know and use different kinds of writing (creative, personal, and expository).
  - 1.3a Write stories.
    - 1) Continue to refine the effectiveness of story writing through the use of narration, description, and dialogue.
  - 1.3b Write poems.
    - 1) Continue to use poetic devices (alliteration, onomatopoeia, simile, metaphor, personification, etc.).
  - 1.3c Use dramatic writing forms (dialogue, plays, etc.).
  - 1.3d Continue to use personal writing forms (journals, diaries, personal and business letters, etc.).
  - 1.3e Write reports, essay answers, and other expository forms.
  - 1.3f Write news stories and editorials.
  - 1.3g Write titles and captions.
- 1.4 Continue to understand the importance of the organization of ideas and their placement of the page (format).

1.4a Continue to generate and organize ideas through brainstorming.

1.4b Classify and sequence ideas into chronological, logical, and topical order.

1.4c Continue to use outlining format (main topics, subtopics, and details).

1.4d Continue notetaking.

1.4e Continue to give structure to stories by delineating setting, character, problem, climax, and conclusion.

1.4f Continue to learn about and use various poetic structures.

1.4g Continue to develop the knowledge and skills needed for letter writing.

   1) Continue to use conventional friendly letter format, including the addressing of envelopes.

   2) Be aware of and use the conventional business letter formats, including the addressing of envelopes.

1.4h Use "who, what, where, when, why, and how" in writing news stories.

1.4i Be aware of and use the "introduction, body, and conclusion" format in expository writing.

1.4j Continue to structure ideas and sentences into paragraphs (main idea and supporting details).

   1) Know that each new idea and change of speaker in dialogue require a new paragraph.

   2) Understand that paragraphs must be sequenced and linked for clarity and development of ideas.

1.4k Continue to develop an understanding of sentence structure.

   1) Use and identify simple sentences (declarative, interrogative, exclamatory, and imperative).

   2) Continue to identify subjects and predicates and recognize their need for agreement.

   3) Continue to use more complex sentence forms.

1.41 Continue to use margins and indentations.

203

1.5 Continue to develop and expand a written vocabulary to convey a variety of precise meanings, feelings, and moods.

1.6 Continue to develop handwriting skills.

  1.6a Critique all areas of handwriting for legibility and refine areas of weakness.

1.7 Continue to acquire knowledge and skills necessary for accuracy and clarity of written communication.

  1.7a Continue to refine and practice standard usage.

  1.7b Continue to develop spelling skills.

    1) Use visual memory skills.

    2) Use phonetic generalizations that apply to large numbers of words.

    3) Continue to acquire proficiency in spelling high frequency words.

  1.7c Know and use proper capitalization (see Capitalization Matrix).

  1.7d Know and use proper punctuation (see Punctuation Matrix).

1.8 Edit, revise, and proofread selected writing samples for elements of content, structure, form, language and mechanics.

  1.8a Continue to evaluate writing and improve on weaknesses.

  1.8b Proofread written material for proper capitalization, punctuation, spelling, and handwriting.

2.0 Use of Resources (for more detail refer to Library Media Skills Curriculum Guide)

The students shall continue to:

2.1 Use their experiential background as a primary source of information and ideas.

  2.1a Use brainstorming techniques to draw on present knowledge and past experiences.

  2.1b Use visualization as a tool in forming sensory images.

  2.1c Relate information gathered from other sources to present knowledge and past experiences.

2.2 Use printed material as a source of information and ideas.

2.3 Use careful observation as a source of information and ideas.

2.4 Listen to other people, media, and environmental sounds to gather information and ideas.

2.5 Gather information and ideas through the senses of sight, hearing, taste, touch, and smell.

3.0 Critical Thinking

The students shall continue to:

3.1 Use a selective process to determine:
Purpose for communicating.
Topic to be developed.
Information and ideas to develop the topic.
Form the writing will take (story, poem, letter, etc.).
Language appropriate to the audience.
Sentence variety.
Appropriate choice of words and phrases.

3.2 Categorize information and ideas for written communication.

3.3 Analyze information and ideas for appropriate sequencing.

3.4 Summarize information and ideas.

3.5 Evaluate effectiveness of written communication (Does it make sense?, Does it sound right?, etc.).

4.0 Creative Expression and Response

The students shall continue to:

4.1 Develop fluency in written language expression.

4.2 Explore and experiment with different content, structure, writing forms, language, and style.

4.3 Develop originality through imaginative expression of ideas and selection of words and phrases.

5.0 Attitude Building

The students shall:

5.1 Continue to develop an enjoyment of and enthusiasm for the adventure of researching, the process of writing, and the finished product.

5.2 Continue to take pride in the clarity, accuracy, and neatness of the product.

5.3 Continue to develop perseverance in the complex writing process.

5.4 Continue to develop an appreciation for the value of written communication.

5.5 Develop an appreciation for the changing nature of language.

5.6 Continue to develop an appreciation of the originality and style of written communication.

5.7 Continue to develop respect for the integrity of the writing of others.

5.8 Continue to find self-fulfillment and satisfaction through written communication.

A MODEL OF THE WRITING PROCESS

PRE-WRITING SKILLS

I. Determine purpose and audience.

II. Choose appropriate form of writing to achieve purpose.

III. Generate ideas and information from past experiences and knowledge.
   - A. Brainstorming
   - B. Visualizing (forming sensory imagery)

IV. Gather information using more than one source.
   - A. Seeing
     - 1. Reading-researching
     - 2. Careful observation
   - B. Listening
     - 1. Interviewing
     - 2. Attentive listening to prepared material
     - 3. Attentive listening to environmental sounds
   - C. Touching
   - D. Tasting
   - E. Smelling

V. Relate new information to present knowledge and past experiences.

VI. Organize information.
   - A. Taking notes from the sources used
   - B. Mapping and/or outlining schema information

WRITING SKILLS

I. Use the organization generated through prewriting skills to develop main ideas.

II. Expand main ideas according to the chosen structure (paragraph, sentence, stanza, etc.).

III. Select and use language appropriate for the chosen audience (formal-informal, dialect, selection of adjectives, etc.).

IV. Use the skills of handwriting, spelling, capitalization, and punctuation.

REWRITING SKILLS

I. Examine the first draft to determine relative strengths and weaknesses of writing.
   - A. Edit (whole class, teachers, peers, or self).
   - B. Determine if it accomplishes the purpose.
   - C. View of the piece of writing first as a whole, then by sentences, and finally by words.
   - D. Determine ways of improving and expanding on the writing.

II. Rewrite, making improvements in form, style, content, structure, and language.

III. Proofread for errors.
   - A. Grammar and usage
   - B. Capitalization
   - C. Punctuation
   - D. Spelling

IV. Recopy.

INTRODUCTION

TO

MATRICES OF GENERAL SKILLS

These general skills are critical to the successful development of creative, personal, and expository writing. The matrices are included to give a quick reference for teachers. They are arranged in a prewriting, writing, rewriting sequence. This is the general approach for any written communication. The teacher should realize, however, that as students engage in the writing process, they will move continually among the three.

KINDS OF WRITING*

		K**	1**	2	3	4	5	6
CREATIVE	STORIES (prose fiction)							
	Experience stories	x	xx	xx	xx	xxx	M	M
	Imaginative stories	x	xx	xx	xx	xx	xx	xx
	Specialized story forms							
	Fables				x	xx	xx	xx
	Tall tales				x	xx	xx	xx
	Fairy tales				x	x	xx	xx
	Myths							x
	Legends				x	xx	xx	xx
	POEMS							
	Various structures	x	x	xx	xx	xx	xx	xx
	DRAMATIC WRITING							
	Plays				x	x	xx	xx
	Scenes				x	x	xx	xx
	Dialogues				x	x	xx	xx
	Commercials				x	x	xx	xx
	Announcements				x	xx	xx	xx
PERSONAL	PERSONAL WRITING							
	Journals			x	xx	xx	xx	xx
	Diaries			x	xx	xx	xx	xx
	Logs				x	xx	xx	xx
	Friendly letters	x	xx	xx	xx	xx	xx	xx
	Business letters							x
	Thank-you notes	x	xx	xx	xx	xx	xx	M
	Invitations	x	xx	xx	xx	xxx	M	M
	Autobiographies	x	x	x	x	xx	xx	xx
	First hand biographies					x	xx	xx

Key:
x - Introduce
xx - Review, provide practice, extend
xxx - Emphasize strongly
M - Maintain

* Teachers may select various writing forms under the seven major headings to meet grade level requirements. It is not expected that all forms under each major heading will be practiced at each grade level.

** The dictation process is used at these levels for most writing activities.

K I N D S   O F   W R I T I N G * (Cont.)

		K**	1**	2	3	4	5	6
EXPOSITORY	BEGINNING EXPOSITORY WRITING							
	Research reports			x	xx	xx	xx	xxx
	Book reports			x	xx	xx		
	Essay Answers				x	xx	xx	xxx
	Directions				x	xx	xx	xx
	Summaries					x	xx	xx
	JOURNALISTIC WRITING							
	News stories					x	xx	xx
	Editorials						x	xx
	Reviews					x	xx	xx
	Advertisements				x	xx	xx	xx
	TITLES AND CAPTIONS							
	Titles		x	xx	xx	xx	xxx	xxx
	Captions		x	xx	xx	xx	xxx	xxx
	Signs	x	xx	xx	xx	xxx	xxx	M
	Notices			x	xx	xx	xx	xx
	Labels	x	x	xx	xx	xx	xx	xx

Key:
x - Introduce
xx - Review, provide practice, extend
xxx - Emphasize strongly
M - Maintain

* Teachers may select various writing forms under the seven major headings to meet grade level requirements. It is not expected that all forms under each major heading will be practiced at each grade level.

** The dictation process is used at these levels for most writing activities.

PARAGRAPH AND SENTENCE DEVELOPMENT

PARAGRAPH DEVELOPMENT	K	1	2	3	4	5	6
1. Indent the first word of a paragraph				x	xx	xx	xx
2. Select main idea for paragraphs				x	xx	xx	xx
3. Develop all sentences around the main idea				x	xx	xx	xx
4. Develop sentences in sequence - logical, chronological, or topical					x	xx	xx
5. Begin new paragraph for each main idea					x	xx	xx
6. Begin new paragraph for each speaker in conversation					x	x	xx
7. Organize paragraphs in sequence					x	xx	xx
8. Write topic sentences				x	xx	xx	xx
9. Use transitional words within paragraphs and connect paragraphs (e.g., first, however)					x	x	xx
10. Write a summary paragraph					x	x	xx
11. Write a concluding statement					x	x	xx

SENTENCE DEVELOPMENT	K	1	2	3	4	5	6
1. Write complete sentences		x	xx	xxx	xxx	M	M
2. Use and identify the four kinds of sentences (declarative, interrogative, exclamatory, imperative)			x	xx	xx	xxx	M
3. Vary word order within sentences				x	xx	xx	xxx
4. Expand sentences by using descriptive words and phrases				x	xx	xx	xxx
5. Combine short sentences when ideas are closely related					x	xx	xx

Key:
x - Introduce
xx - Review, provide practice, extend
xxx - Emphasize strongly
M - Maintain through application

GRAMMAR AND USAGE

	K	1	2	3	4	5	6
1. Identify and use parts of speech							
a. Noun			x	xx	xx	xxx	M
b. Verb			x	xx	xx	xxx	M
c. Pronoun				x	x	xx	xx
d. Adjective				x	xx	xx	xxx
e. Adverb				x	xx	xx	xxx
f. Preposition						x	xx
g. Conjunction					x	xx	xx
h. Interjection					x	xx	xx
2. Recognize difference between standard and non-standard usage (could have vs. could of)	x	xx	xx	xx	xx	xx	xx
3. Use verbs correctly							
a. Regular verbs			x	xx	xx	xxx	M
b. Irregular verbs			x	xx	xx	xxx	M
c. Linking verbs and helping verbs					x	xx	xx
d. Verb agreement			x	xx	xx	xxx	xxx
4. Use pronouns correctly							
a. Nominative and objective cases (I-me, he-him)					x	xx	xx
b. Agreement with antecedent						x	xx
5. Use adjectives and adverbs correctly							
a. Comparative and superlative degrees				x	xx	xx	xxx
b. Distinction between adjective and adverbial form (well-good)				x	xx	xx	xxx
6. Omit double negatives					x	xx	xx

Key:
x - Introduce
xx - Review, provide practice, extend
xxx - Emphasize strongly
M - Maintain through application

HANDWRITING

		K*	1	2	3	4**	5**	6**
1.	Position of body and paper	x	xx	xx	xxx	xxx	M	M
2.	Manuscript letter formation	x	xx	xxx	M	M	M	M
3.	Cursive letter formation			xxx	x	xxx	M	M
4.	Beginning and ending points for letter formation	x	xx	xxx	xxx	xxx	M	M
5.	Spacing between letters	x	xx	xxx	xxx	xxx	M	M
6.	Spacing between words	x	xx	xxx	xxx	xxx	M	M
7.	Consistency of slant	x	xx	xx	xx	xx	xxx	M
8.	Proportion		x	xx	xx	xx	xxx	M
9.	Size	x	xx	xx	xx	xx	xxx	M
10.	Consistency of style		x	xx	xx	xx	xxx	M
11.	Fluency	x	xx	xx	xx	xxx	M	M
12.	Legibility	x	xx	xxx	xxx	xxx	M	M
13.	Analyzing and evaluating	x	xx	xx	xx	xx	xxx	xxx

*A formal handwriting program is usually not initiated until first grade. However, kindergarten teachers are encouraged to provide many opportunities for drawing and writing. These experiences will help to develop fine motor skills that are the basis for later writing instruction. Furthermore, these experiences will help children develop an understanding of the function of written language.

**For general assignments, students shall use cursive writing. Manuscript writing shall be maintained and used appropriately in making charts, graphs, posters, etc.

***Cursive writing may be introduced at second grade, but its introduction is not required until third grade.

Key:
x - Introduce
xx - Review, provide practice, extend
xxx - Emphasize strongly
M - Maintain through application

SPELLING STRATEGY

Research indicates that this learning strategy is the most effective approach in developing visual memory skills for accurate spelling.

	K	1*	2	3	4	5	6
Specific method for studying and learning spelling words:							
a. Look at the word and say the word.			x	xx	xxx	M	M
b. Spell the word orally while looking at each letter. Try to visualize the word in your mind.			x	xx	xxx	M	M
c. Cover the model and spell the word orally.			x	xx	xxx	M	M
d. Check to see if you spelled the word correctly. If you were incorrect, do step 2 again.			x	xx	xxx	M	M
(Students may not need steps c and d.)							
e. Cover the model and write the word.			x	xx	xxx	M	M
f. Check the word against the model.			x	xx	xxx	M	M
g. If not correct, repeat steps 1,2,3,4.			x	xx	xxx	M	M
h. If correct, cover the model and write the word again.			x	xx	xxx	M	M
i. Repeat this procedure 4 or 5 times for each word to be studied.			x	xx	xxx	M	M

SPELLING MATRIX

	K	1*	2	3	4	5	6
1. Visual memory skills	x	xx	xx	xx	xx	xx	xx
2. Phonic generalizations that apply to a large number of words:							
a. Words following the CVC pattern usually require that the final consonant be doubled before adding an ending beginning with a vowel (hit, hitting).			x	xx	xxx	M	M
b. Words of 2 or more syllables, accented on the last syllable, usually require that the final consonant be doubled before adding an ending beginning with a vowel (begin, beginner, beginning).				x	xx	xxx	M

* A formal spelling program is not usually initiated until second grade. However, first grade teachers are encouraged to teach spelling informally so that students will begin to develop a spelling consciousness and an understanding of the relationship between oral and written language.

Key: x - Introduce
xx - Review, provide practice, extend
xxx - Emphasize strongly
M - Maintain through application

215

SPELLING (Cont.)

	K	1*	2	3	4	5	6
c. Words of 2 or more syllables accented on the first syllable do not require that the final consonant be doubled before adding an ending (model, modeling).					x	xx	xxx
d. For words following the CVCe pattern, drop the e before adding ing, ed, est, er (save, saving, saved, saver; fine, finest).			x	xx	xxx	M	M
e. For English words, the letter q is always followed by a u (quit).			x	xx	xxx	M	M
f. For a word ending in a consonant and y, change the y to i before adding es or ed (fry, fried, fries).			x	xx	xxx	M	M
g. For words ending in a vowel and y, add s to make a plural word (valley, valleys).				x	xx	xxx	M
h. English words do not end in v			x	xx	xxx	M	M
3. Irregular plurals							
a. When a word ends in f or fe, usually change the f or fe to v before adding es.				x	xx	xxx	M
b. When a word ends in ch, sh, x, z, s, or ss, form the plural by adding es.				x	xx	xxx	M
4. High frequency homonyms (there, their, they're) (to, two, too).			x	xx	xxx	xxx	xxx
5. High frequency compound words			x	xx	xxx	M	M
6. High frequency abbreviations			x	xx	xxx	M	M
7. High frequency contractions			x	xx	xxx	M	M
8. Using the dictionary as a spelling tool			x	xx	xxx	xxx	xxx
9. Proofreading			x	xx	xxx	xxx	xxx

* A formal spelling program is not usually initiated until second grade. However, first grade teachers are encouraged to teach spelling informally so that students will begin to develop a spelling consciousness and an understanding of the relationship between oral and written language.

Key:
x - Introduce
xx - Review, provide practice, extend
xxx - Emphasize strongly
M - Maintain through application

CAPITALIZATION

	K	1	2	3	4	5	6
1. First word in a sentence		x	xx	xxx	xxx	M	M
2. Proper names	x	xx	xx	xxx	xxx	M	M
3. Pronoun - I		x	xx	xxx	M	M	M
4. Proper nouns							
a. Months and days of the week		x	xx	xxx	M	M	M
b. Holidays and events		x	xx	xxx	M	M	M
c. Places: streets, cities, and states			x	xx	xxx	M	M
d. Places: countries, regions, continents, museums, buildings, institutions, rivers, mountains and lakes			x	xx	xx	xxx	xxx
5. Titles: books, poems, stories, magazines		x	xx	xx	xxx	xxx	M
6. Titles: professional and religious				x	xx	xxx	M
7. Titles: organizations, religions and subjects				x	xx	xxx	M
8. Initials and some abbreviations			x	xx	xx	xx	xx
9. First word in the greeting and closing of a letter			x	xx	xxx	M	M
10. First word in written conversation				x	xx	xxx	xxx
11. Outlining: main topic, sub-topic, and detail					x	xx	xxx

Key:
x - Introduce
xx - Review, provide, practice, extend
xxx - Emphasize strongly
M - Maintain through application

P U N C T U A T I O N

	K	1	2	3	4	5	6
1. End punctuation							
a. Period		x	xx	xxx	M	M	M
b. Question mark		x	xx	xxx	M	M	M
c. Exclamation mark		x	xx	xxx	M	M	M
2. Periods - abbreviations and initials		x	xx	xx	xxx	xxx	M
3. Commas in:							
a. Dates			x	xx	xxx	M	M
b. Addresses			x	xx	xxx	M	M
c. Correspondence			x	xx	xxx	xxx	M
d. Sentences							
1. Introductory words					x	xx	xx
2. Words in a series				x	xx	xx	xxx
3. Nouns in direct address					x	xx	xx
4. Appositives						x	xx
e. Bibliographies						x	xx
4. Apostrophes							
a. Contractions			x	xx	xxx	M	M
b. Possessives				x	xx	xx	xxx
c. Plurals of numerals and symbols						x	xx
5. Quotation marks and related punctuation				x	xx	xx	xxx
6. Hyphens							
a. Syllable breaks				x	xx	xx	xx
b. Words and numbers				x	xx	xx	xx
7. Underlining					x	xx	xx

Key: x - Introduce
xx - Review, provide practice, extend
xxx - Emphasize strongly
M - Maintain through application

Library Media Program

Goals and Objectives

Leadership Personnel:

Carol L. Newman
Director-Coordinator
District Instructional Media Center

A GOAL DIRECTED APPROACH TO EDUCATIONAL PROGRAM IMPROVEMENT

The Goals of Education in the Boulder Valley School District were adopted in August, 1972 and reaffirmed in October 25, 1979. These eleven goals serve as a guide for curriculum developed in the current curriculum development cycle.

The plan for program development in the Boulder Valley School District, approved by the Board of Education on April 26, 1976, called for "the continuous, systematic improvement and monitoring of the District Educational Program for students." The Curriculum Development Cycle and the Accountability Model were developed in response to this charge. The were approved by the Board of Education in June, 1977.

The objective of the Curriculum Development Cycle was to prepare by December, 1980, program goals, grade level and course objectives, and learning outcomes for the twelve major subject areas: art, business, foreign language, health, home economics, industrial arts, language arts, math, music, physical education, science and social studies.

The development of the curriculum guides is a major function of the Instructional Services Division, Robert Ellsperman, Executive Director. Procedures for development and the format of the guides were managed by Dr. Allen Buckner, Curriculum Specialist. Strategies for defining program goals, objectives, and learning outcomes varied by discipline, but in all subject areas the development was carried out under the leadership of the Content Area Resource Teachers and the Representative Councils. The common guide for development and specification of goals and objectives was the District statement of Educational Goals.

The strength of this goal directed approach to educational program improvement comes also from the widespread and continuous involvement of teachers in development of the curriculum. The financial support that made such professional participation possible is indicative of the high priority accorded program improvement in the Boulder Valley School District.

BOULDER VALLEY SCHOOL DISTRICT NUMBER RE2
Boulder, Colorado

GOALS OF EDUCATION IN THE BOULDER VALLEY PUBLIC SCHOOLS

The goals of education in the Boulder Valley Public Schools are to help each student:

1. Acquire the fundamental tools of learning--reading, writing, mathematics, speaking, listening and observing.
2. Develop a positive attitude toward learning and the desire and ability to continue learning throughout one's life.
3. Achieve excellence in the development of unique talents and abilities to the extent of individual capacity.
4. Experience appropriate learning environments which will encourage curiosity, excite a sense of exploration and provide the means and time to explore.
5. Develop, in cooperation with the home and community, a personal value system including a sense of integrity and morality leading to a mature personality.
6. Acquire the basic knowledge necessary for good health and safety and develop understandings, attitudes and skills for a satisfying and healthful utilization of leisure time throughout life.
7. Recognize and understand the strengths and weaknesses of one's own and other cultures and the significance of the family in society.
8. Develop the skills, knowledge and attitudes to function effectively and productively in the world of work.
9. Understand the meaning and significance of the economic, political and social systems in our society.
10. Develop a respect for self and others.
11. Develop a knowledge and understanding of world resources and a recognition of responsibility to care for the environment.

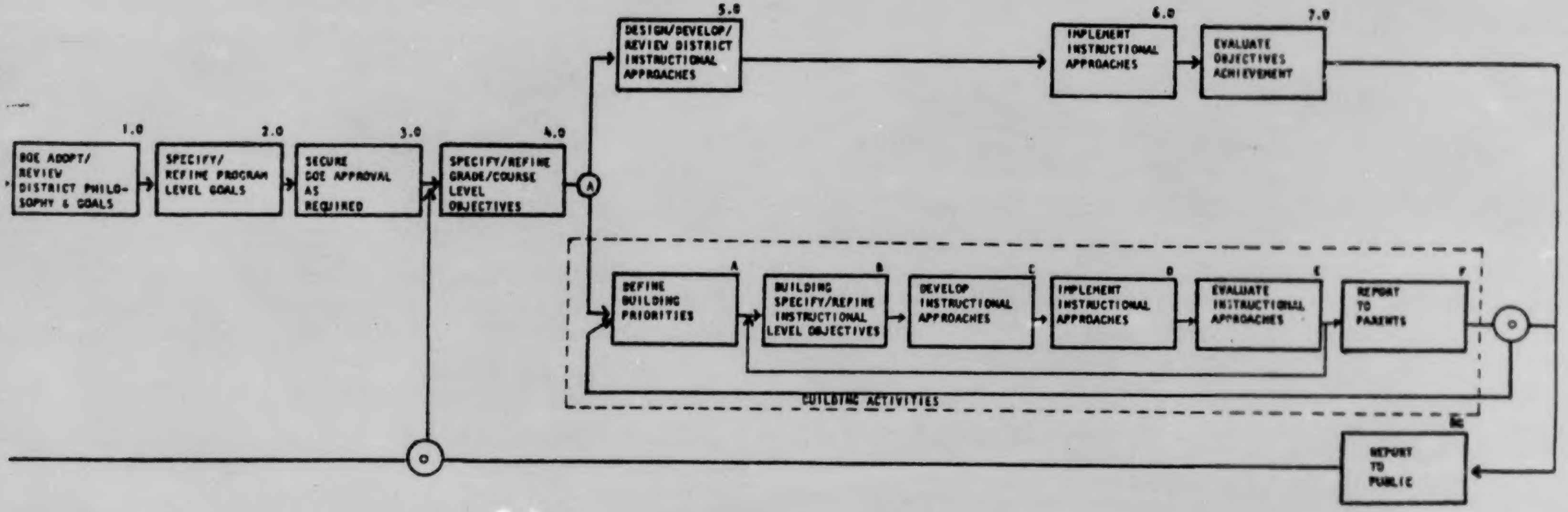
August, 1972

Reaffirmed by the
Board of Education
October 25, 1979

Table of Contents

A Goal Directed Approach to Educational Program Improvement....................1
Goals of Education in the Boulder Valley Schools...........................2
Curriculum and Instruction Model for Accountability........................3
Library Media Curriculum Development Process...............................4
Program Goals - Library Media..6
Objectives and Learner Outcomes..8

CURRICULUM AND INSTRUCTION MODEL FOR ACCOUNTABILITY


1.0
BOE ADOPT/ REVIEW DISTRICT PHILOSOPHY & GOALS
2.0
SPECIFY/ REFINE PROGRAM LEVEL GOALS
3.0
SECURE BOE APPROVAL AS REQUIRED
4.0
SPECIFY/REFINE GRADE/COURSE LEVEL OBJECTIVES
A
5.0
DESIGN/DEVELOP/ REVIEW DISTRICT INSTRUCTIONAL APPROACHES
6.0
IMPLEMENT INSTRUCTIONAL APPROACHES
7.0
EVALUATE OBJECTIVES ACHIEVEMENT
A
DEFINE BUILDING PRIORITIES
B
BUILDING SPECIFY/REFINE INSTRUCTIONAL LEVEL OBJECTIVES
C
DEVELOP INSTRUCTIONAL APPROACHES
D
IMPLEMENT INSTRUCTIONAL APPROACHES
E
EVALUATE INSTRUCTIONAL APPROACHES
F
REPORT TO PARENTS
BUILDING ACTIVITIES
8.0
REPORT TO PUBLIC

Rev. 5 06-08-77

LIBRARY MEDIA CURRICULUM DEVELOPMENT PROCESS

A "Goal Directed Approach for Educational Programs" is based on the concept that each step in the development of an educational program for students is directed toward a known goal. The goal directed approach makes it possible to monitor and evaluate curriculum in terms of goal direction and attainment of objectives.

The program goals for library media were approved by the Board of Education on January 25, 1979. These program goal statements are referenced to corresponding district goals. Objectives are related to appropriate library media program goals. This referencing procedure, from district goals to program goals to objectives, provides a logic for organizing the curriculum.

The primary purposes of the written objectives and outcome statements are to provide teaching-learning expectations that will serve as communication references for students, teachers, administrators, parents, and public; and to serve as guides for action. Objectives provide a framework for articulation between grades and schools. The learning outcomes define expectations for each grade level. Selection and design of specific instructional processes are the responsibilities of the principal, teachers, and library media specialists in the individual buildings.

The process employed to design the library media program goals, objectives and learning outcomes was based on a curriculum development philosophy that recognizes the need for and value of a broad base of participation. Library media specialists who expressed interest in the development process were organized into a writing team to draft the curriculum. Draft copies were sent to all library media specialists and language arts content area resource teachers for their review and comments. This final edition of the library media curriculum incorporates suggestions received from the library media specialists. As the new K-12 library media curriculum is implemented, it will be reviewed for appropriate and necessary improvement.

Development and Writing Personnel
Library Media Program Goals and Objectives

Goals Writing Team:

Mary Canatsey	DIMC
Linda Overholser	Bear Creek Elementary
Jane Bostwick	Mesa Elementary
Barbara Miller	Louisville Middle
Betty Jo Reese	Platt Junior High
Marilyn Wotipka	Centaurus High
Paulette Johnson	Broomfield Senior High

Objectives and Learning Outcomes Writing Team:

Jane Brubaker	Eisenhower Elementary
Joyce Robertson	Kohl Elementary
Carole Logeman	University Hill
Libby Berry	Centennial Junior High
Joan Knaub	Burbank Junior High
Mindy Smith	Fairview High

LIBRARY MEDIA PROGRAM GOALS

The library media program is committed to a philosophy of service to students, teachers, administrators, and the community. The program requires a quality media collection, an appropriate learning environment, and a professional library media staff. The library media program is an integral part of the educational program and extends into every activity of the school. The program promotes the concept of intellectual freedom and endorses the School Library Bill of Rights (American Association of School Librarians of the American Library Association) and the Student's Right to Read (National Council of the Teachers of English.)

The goals of the library media program are to assist each student

1. to achieve the educational objectives of his/her academic program; (1, 8, 9, 11)
2. to learn to find, evaluate, and use information from resources appropriate to individual needs, interests, and learning styles; (1, 8, 3)
3. to develop effective study habits and thinking skills necessary to become an independent learner; (2, 3, 4, 6, 8)
4. to develop intellectual curiosity and to challenge abilities; (2, 3, 4, 8, 9)
5. to appreciate the library as a place to learn throughout life; (2, 6)
6. to read and learn for pleasure and personal growth; (2, 3, 6)
7. to be responsible for the care of property and to respect the needs and rights of others; (4, 5, 7, 10, 11)
8. to develop self-confidence and a positive self-concept; (2, 5, 10)
9. to develop communication skills utilizing a variety of media; (1, 3, 8)
10. to interpret and analyze mass media critically and objectively, enabling the student to cope with contemporary and future society. (6, 8, 11)

Approved by Board of Education 1/79

To achieve library media program goals, the media professional

1. works cooperatively with the school staff to develop a media center collection that meets the objectives of the curriculum;
2. communicates with the staff on all areas of the media center's program and development;
3. assists teachers in planning and developing learning activities utilizing media;
4. provides expertise in media production;
5. provides teachers with assistance and instruction for using library media resources effectively;
6. participates as a team member in school and district curriculum development;
7. exchanges with school personnel insight and information regarding students' problems and needs;
8. works cooperatively with other school media centers, public, academic, special libraries and the community to increase access to resources for users.

Library Media Skills
Introduction and Rationale

Boulder Valley students will work and study in several library-media centers as they progress from kindergarten through the senior high. In those centers they will acquire knowledge and pursue personal interests. More importantly, they will develop skills and attitudes toward learning that they will use for the rest of their lives.

Because today's library-media center is an integral part of the school, library-media skills need to be an integral part of the school's total curriculum. The nine areas of instruction in this Guide are to be taught through the cooperative effort of library-media specialist and teacher, for only if students have frequent, practical application of library-media skills will they find this instruction meaningful.

Objectives:

The following objectives are based on the general goals of the library-media program.

The students shall:

1. Become familiar with the policies, procedures, and operation of the library-media center. (2,5)
2. Have a positive and responsible attitude toward the library-media center's facilities, materials, and equipment. (5,7)
3. Become aware of the variety of resources in the library-media center. (2,5,8)
4. Select appropriate materials from the resources in the library-media center. (1,2,4,6)
5. Have appreciation of the resources in the library-media center. (4,5,6)
6. Identify, locate, and use library-media resources. (1,2,10)
7. Acquire and use research skills. (1,3)
8. Operate various types of AV equipment and know equipment terminology. (8,7)
9. Produce media, as appropriate to age level and resources available. (1,9,8)

Learning Outcomes:

1.0 Orientation

*Scope and Sequence of Media Skills

The students shall:

	K - 3	4 - 6	7 - 9	10 - 12
1.1 Locate the library	I-R	R-A	I-R-A	I-R-A
1.2 Know the names of the library-media center staff	I-R	R-A	I-R-A	I-R-A
1.3 Describe the duties of the LMC staff	I	R-A	I-R-A	I-R-A
1.4 Learn the purpose of the LMC	I	R-A	R-A	R-A
1.5 Locate and name items and sections in the LMC	I	R-A	I-R-A	I-R-A
1.6 Learn how to borrow and return LMC materials	I-R-A	A	I-R-A	I-R-A
1.7 Know operational policies and procedures unique to school	I-R	R-A	I-R-A	I-R-A

2.0 User Responsibilities and Attitudes

The students shall:

	K - 3	4 - 6	7 - 9	10 - 12
2.1 Treat the LMC facilities with care	I-R-A	A	R-A	R-A
2.2 Show courtesy to others in the LMC	I-R-A	A	R-A	R-A
2.3 Handle LMC materials properly	I-R-A	A	R-A	R-A
2.4 Develop a positive attitude toward library media experiences for pleasure and academic achievement	I-R	R-A	R-A	R-A

Key: * I - Introduce
R - Reinforce
A - Apply

3.0 Introduction to Library-Media Center Resources	K - 3	4 - 6	7 - 9	10 - 12
The students shall:				
3.1 Locate and recognize types of resources in the LMC	I-R	R-A	I-R-A	I-R-A
3.2 Become a more discriminating user of LMC resources		I	R-A	R-A
4.0 Selection of LMC Resources				
The students shall:				
4.1 Select materials suitable to interests and ability	I-R	R-A	R-A	A
4.2 Select materials suitable to curriculum/ assignment needs	I-R	R	R	R-A
4.3 Evaluate resources in terms of readability, quality, purpose, bias			I	R-A
5.0 Personal Appreciation of LMC Resources				
The students shall:				
5.1 Participate in reading, listening and viewing for pleasure	I-R	R	R	R
5.2 Select and read from various types of literature such as:	I	R-A	A	A
5.2a fables	I	R-A	A	A
5.2b folktales	I	R-A	A	A
5.2c fairy tales	I	R-A	A	A
5.2d poetry	I	R-A	A	A
5.2e biography	I	R-A	A	A
5.2f science fiction		I	R-A	A
5.2g historical fiction		I	R-A	A
5.2h mythology		I	R-A	A
5.2i drama			I	R-A

		K - 3	4 - 6	7 - 9	10 - 12
5.3	Become familiar with selected				
5.3a	authors	I	R	R	R
5.3b	illustrators	I	R		
5.3c	major award winners (Caldecott, Newbery, Pulitzer, etc.)	I	I	I	I
5.4	Recognize qualities of enduring literature			I	R
5.5	Participate in creative activities related to LMC resources	I	R	R	R

6.0 Use of LMC Resources

The students shall:

		K - 3	4 - 6	7 - 9	10 - 12
6.1	Identify and locate the parts of a book	I	R-A	R-A	A
6.2	Know the purpose of each part and use this knowledge to locate material		I-R	R-A	A
6.3	Understand copyright function and restriction			I-R	R-A
6.4	Learn how to use the card catalog				
6.4a	its purpose	I	R-A	R-A	A
6.4b	alphabetical arrangement		I-R	R-A	A
6.4c	general filing conventions (such as "an", "the", and "numbers")		I-R	R-A	R-A
6.4d	three types of cards		I-R	R-A	A
6.4e	information on card				
	1) call number	I	R-A	A	A
	2) bibligraphic information (imprint, collation)		I-R	R-A	R-A
	3) notes			I-R	R-A
	4) tracings (other subjects to look under)			I-R	R-A
	5) series			I-R	R-A
6.4f	alternative subject headings	I	I	R-A	R-A
6.4g	cross references (See & See also)		I	I-R	R-A

		K - 3	4 - 6	7 - 9	10 - 12
6.5	Locate a resource using a call number	I	R-A	A	A
6.6	Understand the purpose of a classification system		I	R	A
6.7	Become familiar with the Dewey Decimal System				
6.7a	its history		I	R-A	A
6.7b	rationale		I-R	R	A
6.7c	ten classes		I-R	R	A
6.7d	shelving order			I-R	R-A
6.8	Locate materials using shelving categories (i.e. B, Fic, special collections)	I	R-A	A	A
6.9	Locate a resource on the shelf using extended Dewey numbers			I-R-A	A
6.10	Understand that other classification systems exist				I
6.11	Identify and use dictionaries				
6.11a	picture	I-R-A			
6.11b	abridged	I	R-A	A	A
6.11c	unabridged		I-R	A	A
6.11d	foreign language			I	R-A
6.11e	thesaurus		I-R	R	R-A
6.11f	specialized (i.e., biographical, geographical, rhyming, subject)		I-R	I-R-A	I-R-A
6.12	Select an appropriate dictionary and use it effectively to complete assignment		I-R	R-A	R-A
6.13	Identify and use encyclopedias				
6.13a	general (e.g., World Book)	I	R-A	A	A
6.13b	subject (e.g., New Book of Popular Science)	I	R	I-R-A	I-R-A

	K - 3	4 - 6	7 - 9	10 - 12
6.14 Select an appropriate encyclopedia and use it effectively to complete an assignment		I-R-A	R-A	R-A
6.15 Identify and locate such sources as				
6.15a maps and globes	I	R-A	R-A	R-A
6.15b atlases		I-R-A	R-A	R-A
6.15c yearbooks			I	R-A
6.15d almanacs		I-R-A	R-A	R-A
6.15e indexes				
1) *National Geographic Index*		I-R-A	R-A	R-A
2) *Reader's Guide to Periodical Literature*			I-R	R-A
6.15f biographical sources		I	I-R	R-A
6.15g vertical file		I-R-A	R-A	R-A
6.15h current sources (e.g. periodical, radio, television, *Facts on File*)			I	R-A
6.15i specialized reference tools (*Annals of America*, *Book of Days*)			I	R-A

7.0 Research Skills

The students shall:

	K - 3	4 - 6	7 - 9	10 - 12
7.1 Locate and use appropriate informational sources				
7.2a reference books		I-R	R-A	R-A
7.2b card catalog		I-R	R-A	R-A
7.2c AV (non-print)		I-R	R-A	R-A
7.2d current sources			I-R	R-A
7.2e vertical file			I	R-A
7.2f community resources			I	R-A
7.3 Use table of contents and/or index to find information	I	R-A	A	A

8.0 Equipment Terminology and Operation

The students shall:

	K - 3	4 - 6	7 - 9	10 - 12
8.1 Identify and locate available equipment	I	R	I-R-A	I-R-A
8.2 Learn operation and capabilities of equipment	I	R	I-R-A	I-R-A

9.0 Production of Media

The students shall:

	K - 3	4 - 6	7 - 9	10 - 12
9.1 Choose an idea		I	R	R-A
9.2 Develop an idea through research		I	R	R-A
9.3 Decide on a suitable format (e.g. transparency, filmstrip)		I	R	R-A
9.4 Outline information (e.g. storyboard)		I	R	R-A
9.5 Learn or review necessary production techniques		I	R	R-A
9.6 Produce and revise media		I	R	R-A
9.7 Rehearse presentation		I	R	R-A

Boulder Valley School District Re2J
Boulder, Colorado

LANGUAGE ARTS

MIDDLE LEVEL

Leadership Personnel

Ms. Margaret Sacksteder
Content Area Resource Teacher
Middle Level

December, 1980

MIDDLE LEVEL LANGUAGE ARTS

TABLE OF CONTENTS

Language Arts Curriculum Development Steering Committee 198

Language Arts Curriculum Development Coordinating Committee 199

Development and Writing Personnel 200

Rationale 201

Goals of Education in the Boulder Valley Public Schools 203

Program Level Goals 204

Required Courses 205

Language Arts First and Second Semesters K11 206

Alternatives 207

First and Second, Accelerated K12 208

First and Second, Developmental K10 209

First and Second + the World C11 225

First and Second + the World Accelerated C12 226

First and Second + the World Developmental C10 227

Language Arts Third Semester K30 210

Alternatives

Third, Accelerated K32 213

Third, Developmental K30 214

Third + U.S. Twentieth Century C31 225

Third + U.S. Twentieth Century, Accelerated C32 226

Third + U.S. Twentieth Century, Developmental C30 227

Third + U.S. Before Twentieth Century C34 225

Third + U.S. Before Twentieth Century, Accelerated C35 226

Third + U.S. Before Twentieth Century, Developmental C33 227

Third + Topics in American Society C37 225

Third + Topics in American Society, Accelerated C38 226

Third + Topics in American Society, Developmental C36 227

Language Arts Fourth Semester K41 215

Alternatives

Fourth, Accelerated K42 218

Fourth, Developmental K40 219

Fourth + Topics in American Society C41 225

Fourth + Topics in American Society, Accelerated C42 226

Fourth + Topics in American Society, Developmental C40 227

Fourth + U.S. Before Twentieth Century C44 225

Fourth + U.S. Before Twentieth Century, Accelerated C45 226

Fourth + U.S. Before Twentieth Century, Developmental C43 227

Fourth + U.S. Government C47 225

Fourth + U.S. Government, Accelerated C48 226

Fourth + U.S. Government, Developmental C46 227

Language Arts Fifth Semester K51 220

Alternatives

Fifth, Accelerated K52 223

Fifth, Developmental K50 224

Fifth + Topics in American Society C51 225

Fifth + Topics in American Society, Accelerated C52 226

Fifth + Topics in American Society, Developmental C50 227

Fifth + U.S. Before Twentieth Century C54 225

Fifth + U.S. Before Twentieth Century, Accelerated C55 226

Fifth + U.S. Before Twentieth Century, Developmental C53 227

Fifth + U.S. Government C57 225

Fifth + U.S. Government, Accelerated C58 226

Fifth + U.S. Government, Developmental C56 227

Fifth, Future Literature K53 228
Fifth, Adventure Literature K54 229
Fifth, Classic Literature K55 230
Fourth and Fifth Semester Honors K58 231
Basic Communication 234
Middle Level English Clinic 238

General Electives

Sixth Semester, Developmental K72 239
Adventure Literature K60 242
Classic Literature K61 244
Creative Writing K62 246
Exploring Literature and Language K63 248
Future Literature K64 250
General Skills K65 252
High School Preparatory English K66 254
Introduction to Journalism K67 256
Personal Development Center K68 258
Publications K69 261
Writing Lab K70 264
Yearbook K71 266

Reading Electives

Individualized Basic Reading K80 268
Developmental Reading K81 272
Independent/Accelerated Reading K82 275
USSR/HIP Reading K83 277

Communication Arts Electives

Basic Radio Broadcasting K92 279
Communication Arts K93 283

Dramatic Arts 1 K94 287
Dramatic Arts 2 K95 289
Exploratory Acting K96 291
Introduction to Stagecraft K97 293
Media Maze K98 296

THE BASIC CORE OF
THE MIDDLE LEVEL LANGUAGE ARTS PROGRAM

First and Second Semesters

Third Semester

Fourth Semester   Plus Basic Communications

Fifth Semester

* * *

POSSIBLE VARIATIONS WITHIN THE BASIC CORE

Any Semester, Accelerated

Any Semester, Developmental

Any Semester, combined with the appropriate Social Studies course, Regular, Accelerated, or Developmental

Fifth Semester with emphasis in the Literature Unit on Future Literature, Adventure Literature, or Classic Literature

English Clinic (Summer School, to make up any semester failed during the school year)

* * *

ELECTIVES FOR
MIDDLE LEVEL LANGUAGE ARTS

EXTENSIONS OF THE BASIC SKILLS CORE

- Sixth Semester, Developmental
- High School Preparatory English
- General Skills
- Personal Development Center

LITERATURE

- Adventure Literature
- Classic Literature
- Exploring Literature and Language
- Future Literature

WRITING

- Creative Writing
- Introduction to Journalism
- Publications
- Writing Lab
- Yearbook

READING

- Individualized Basic Reading
- Developmental Reading
- Independent/Accelerated Reading
- USSR/HIP Reading

COMMUNICATION

- Basic Radio Broadcasting
- Communication Arts
- Dramatic Arts 1
- Dramatic Arts 2
- Exploratory Acting
- Introduction to Stagecraft
- Media Maze

* * *

LANGUAGE ARTS CURRICULUM DEVELOPMENT

STEERING COMMITTEE

Al Buckner	Curriculum Development Specialist
Judy Childers	Heatherwood Elementary School
Sharon Cochran	Broomfield High School
Kathi Fethke	Lafayette Middle School
Dorothy Hale	Flatirons Elementary School
Colette Heideman	Broomfield Junior High School
Rita Kotter	Fairview High School
Carole Matthews	Senior High Content Area Resource Teacher
Noël Pazour	Elementary Content Area Resource Teacher
Phyllis Perry	Curriculum Design Specialist
Randall Rothberg	Boulder High School
Margaret Sacksteder	Middle Level Content Area Resource Teacher
Woody Spriggs	Principal, Columbine Elementary School
Sid Weathermon	Reading Specialist

LANGUAGE ARTS CURRICULUM DEVELOPMENT

COORDINATING COMMITTEE

Jane Daniels	Principal on Special Assignment for Writing Improvement
Carole Matthews	Senior High Content Area Resource Teacher
Noel Pazour	Elementary Content Area Resource Teacher
Phyllis Perry	Curriculum/Instruction Specialist
Margaret Sacksteder	Middle Level Content Area Resource Teacher
Sid Weathermon	District Reading Specialist
Celeste Woodley	Curriculum/Instruction Specialist

DEVELOPMENT AND WRITING PERSONNEL

MIDDLE LEVEL LANGUAGE ARTS

Evelyn Baird	Platt Junior High School
Bruce Bennett	Platt Junior High School
Nadine Boswell	Burbank Junior High School
Margaret Christopher	Baseline Junior High School
Kathy Eichler	Nederland Junior High School
Sigrid Farwell	Fairview High School
Kathie Fethke	Lafayette Middle School
Mary Ann Gold	Centennial Junior High School
Donna Haglin	Southern Hills Junior High School
Collette Heideman	Broomfield Junior High School
Peggy Isakson	Education Center
Harry Kennedy	Casey Junior High School
Carol Kirk	Nevin Platt Junior High School
Rita Kotter	Fairview High School
Bobbie Lewis	Education Center
Judy Litsey	Lafayette Middle School
Betty Martin	Casey Junior High School
Eugenia Nadeau	Broomfield Junior High School
Dorothy Powhida	Nederland Junior/Senior High School
Carolyn Reardon	Nederland Junior/Senior High School
Tom Roome	Louisville Middle School
Margaret Sacksteder	Base Line Junior High School
Otilie Seeber	Louisville Middle School
Betty Sproul	Centaurus Senior High School
Joanie Thompson	Nevin Platt Junior High School
Cheryl Tonso	Centaurus Senior High School
Sid Weathermon	Education Center
Debbie Welch	Louisville Middle School
Betty Williams	Centennial Junior High School
Pam Wright	Louisville Middle School

RATIONALE

Middle Level Language Arts

Students in the Middle Level Schools have unique characteristics. At this state in their development, young people experience rapid physical, social, intellectual and emotional changes and growth. These changes and growth, however, do not necessarily occur simultaneously in all students. Therefore, the curriculum provides for a spectrum of needs. Recognizing this uniqueness, the language arts program attempts a dual role by building upon and developing the basic skills acquired in elementary school and providing opportunities for exploration and self-growth.

During the seventh, eighth and ninth grades, every student will complete five semesters of English and one semester of Basic Communication. The five semesters of English must be taught in numerical order but not necessarily in consecutive semesters. While the Basic Communication requirement may be fulfilled at any time, one of the eighth grade semesters is recommended. These required courses emphasize a sequential development of skills and knowledge basic to literate, functional communication. The elective courses provide opportunity for exploration, allow for differences in student development, encourage appreciation and creative joy, and allow for the needs and interests within divergent school communities.

Each course in the middle level language arts curriculum addresses these five areas: basic skills acquisition, use of resources, critical thinking, creative expression and attitude building. Basic skills acquisition describes those specific reading, writing, speaking and listening/observing skills introduced in elementary school and developed in the middle school. Use of resources refers to all kinds of school and community resources including books, media, information and people. Critical thinking addresses those skills directly related to understanding, analysis, interpretation and evaluation. Creative expression deals with processes and original student work, both written and oral. Attitude building involves responsibility, appreciation, respect, enjoyment and other similar values. The goal of the entire curriculum is to produce a competent, concerned citizen.

As with all curriculum guides, this one must be evaluated and revised periodically. Changes in the community, in the school and in the individual student necessitate ongoing evaluation. The process of reviewing should serve the additional function of keeping the curriculum in the forefront of each teacher's planning. The procedure for revision will also stimulate each teacher's awareness of the involvement in the goals common both to the middle level language arts curriculum and to the Boulder Valley School District.

BOULDER VALLEY SCHOOL DISTRICT NUMBER RE2
Boulder, Colorado

GOALS OF EDUCATION IN THE BOULDER VALLEY PUBLIC SCHOOLS

The goals of education in the Boulder Valley Public Schools are to help each student:

1. Acquire the fundamental tools of learning--reading, writing, mathematics, speaking, listening and observing.
2. Develop a positive attitude toward learning and the desire and ability to continue learning throughout one's life.
3. Achieve excellence in the development of unique talents and abilities to the extent of individual capacity.
4. Experience appropriate learning environments which will encourage curiosity, excite a sense of exploration and provide the means and time to explore.
5. Develop, in cooperation with the home and community, a personal value system including a sense of integrity and morality leading to a mature personality.
6. Acquire the basic knowledge necessary for good health and safety and develop understandings, attitudes and skills for a satisfying and healthful utilization of leisure time throughout life.
7. Recognize and understand the strengths and weaknesses of one's own and other cultures and the significance of the family in society.
8. Develop the skills, knowledge and attitudes to function effectively and productively in the world of work.
9. Understand the meaning and significance of the economic, political and social systems in our society.
10. Develop a respect for self and others.
11. Develop a knowledge and understanding of world resources and a recognition of responsibility to care for the environment.

August, 1972

Reaffirmed by the
Board of Education
October 25, 1979

Boulder Valley Schools

LANGUAGE ARTS
K-12 PROGRAM LEVEL GOALS

THE PROGRAM LEVEL GOALS FOR LANGUAGE ARTS ARE BASED ON THE DEFINITION OF LANGUAGE ARTS AS COMMUNICATION THROUGH WRITING, READING, SPEAKING, LISTENING, AND OBSERVING.

The goals of language arts education in the Boulder Valley School District are to help each student:	The Language Arts Goals relate to the following District Goals:
1. Acquire and demonstrate with proficiency the basic language arts skills in reading, writing, and speaking the English language.*	1, 3, 8, 9
2. Develop and practice basic language arts skills in listening and observing.	1, 3, 8, 9
3. Enjoy, appreciate and develop enthusiasm for the language arts.	2, 3, 4, 6, 8, 10
4. Apply appropriate language skills needed to succeed in educational, vocational, social, and personal interests.	1-11
5. Analyze, interpret, and evaluate purposes of communication through critical reading, observing, and listening as fundamentals for making decisions.	1, 3, 4, 5, 6, 7, 8, 9, 10
6. Appreciate creative communication through the roles of discriminating audience and active participant. Creative communication encompasses literature, film, and drama.	1, 2, 3, 4, 6, 8, 10
7. Develop proficiency in gathering, organizing, and presenting information.	1, 8
8. Adapt listening, speaking, reading, writing, and observing methods to different purposes, audiences, and communication forms.	1, 3, 4, 8, 9
9. Recognize that ideas are expressed in many ways.	1, 3, 5, 6, 7, 8, 9, 10, 11
10. Recognize the significance of communication in the world, in a democratic society, and in interpersonal relationships.	1, 4, 5, 6, 7, 8, 9, 10
11. Perceive and analyze the changing nature of language.	1, 2, 4, 5, 6, 7
12. Use all forms of communication in the learning process.	1-11
13. Understand that language is one means of giving meaning, continuity, and shape to experience in the world.	1-10

*Basic language arts skills include grammar, mechanics, legibility, spelling, word origins, structure, and style.

Approved by the
Board of Education
November 29, 1979

MIDDLE LEVEL LANGUAGE ARTS

First and Second Semesters

Course Description

This two-semester, seventh grade language arts course teaches basic composition and reading skills. The student will analyze and write expository paragraphs and will continue to develop skills in grammar, vocabulary, spelling, punctuation and use of resources. In this class the student reads for pleasure and to develop critical thinking abilities. Throughout the seventh grade language arts experience, the student learns to organize materials more effectively and to accept increasing responsibility.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Develop the ability to express ideas in writing. (1,4,7,8,9,10,12,13)
2. Develop the basic skills for proper usage. (1,2,4,11)
3. Develop skill in the use of resources. (2,4,5,7,9,12)
4. Develop a positive attitude toward leisure reading. (3,4,5,6)
5. Develop an ability to analyze the written and spoken word. (1,2,4, 5,7,8,9,10,11)
6. Develop an awareness and appreciation of literature. (1,2,3,5,6, 9,10,11,13)
7. Develop and expand oral communication skills. (1-13)
8. Develop pride in and appreciation for his work and that of others. (4,5,9,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Acquire and demonstrate writing skills by
- a) Learning the parts of the paragraph, i.e., topic sentence, supporting sentences, concluding sentence.
- b) Writing structural paragraphs.
- c) Reviewing subject verb agreement.
- d) Improving ability to write sentences.
- e) Learning simple sentence terminology, e.g., declarative, interrogative, exclamatory and imperative sentences.
- f) Practicing spelling skills with particular emphasis on homonyms and appropriate spelling rules.
- g) Reviewing and using cursive penmanship.
- h) Developing proofreading skills.
- i) Learning and using commas in direct address.
- j) Reviewing end of sentence punctuation, commas used in series, dates and addresses, and the apostrophe in contractions.
- k) Reviewing and using capitalization of proper adjectives, first person singular, proper nouns, personal titles and book titles.
- l) Learning new grammar concepts: sentence patterns SV, SVO and SLVC; linking verbs, adverbs and adjectives.
- m) Reviewing parts of speech: articles, nouns and verbs.

1.2 Acquire and demonstrate reading skills by
- a) Identifying main ideas and supporting details.
- b) Identifying cause and effect.
- c) Recognizing the sequencing of events.
- d) Reviewing the concepts of plot, setting and characterization in fiction.
- e) Studying examples of literary genre, i.e., short story, poetry and drama.

1.3 Acquire and demonstrate speaking skills by
- a) Participating in group discussions.
- b) Sharing original work with others.
- c) Practicing appropriate usage.

1.4 Acquire and demonstrate listening/observing skills by
- a) Participating in group discussions.
- b) Paraphrasing aural and/or visual information.
- c) Summarizing content of class discussions.
- d) Asking clarifying questions.

2.0 Use of Resources

The student shall

2.1 Continue to develop library skills with emphasis on the use of the card catalog and reference materials.

2.2 Refine reference skills by using table of contents, preface, appendix, glossary and index.

2.3 Increase competency in using the dictionary.

2.4 Locate and recognize materials in the media center, e.g., fiction, non-fiction, reference works, card catalog, periodicals and audio-visual materials.

3.0 Critical Thinking

The student shall

3.1 Develop the ability to think and communicate logically and clearly by
  a) Choosing words appropriate to audience and situation.
  b) Distinguishing fact from opinion.
  c) Making inferences.
  d) Distinguishing between connotation and denotation.
  e) Distinguishing between cause and effect.

3.2 Extend ability to analyze examples of literary genre with emphasis on plot, setting and character.

4.0 Creative Expression and Response

The student shall

4.1 Recognize and use stanza form, alliteration and rhyme scheme.

4.2 Write about personal experiences and observations.

4.3 Write short imaginative compositions.

5.0 Attitude Building

The student shall

5.1 Accept responsibility for his own actions.

5.2 Develop respect and tolerance for differing opinions.

5.3 Develop a positive attitude toward self and other class members.

5.4 Realize the importance of reading and writing skills for personal enjoyment and future career success.

5.5 Develop pride in both the content and the appearance of written work.

5.6 Realize the importance of organizing materials and time.

MIDDLE LEVEL LANGUAGE ARTS

First and Second Semesters - Accelerated

Course Description

The seventh grade, two-semester accelerated English course meets the needs of students who have demonstrated strong skills in language arts in elementary school and on standardized tests. Students who enroll must have the recommendation of their sixth grade teachers.

Like the regular first and second semester course, accelerated English emphasizes writing paragraphs and developing skills in grammar, vocabulary, spelling, punctuation and use of resources. The course has the same objectives and, for the most part, the same learning outcomes. Because these students perform well in language arts, the content of the course is more demanding and the expectations are higher.

In composition, students analyze and write more sophisticated sentences, varied in length and kind. Paragraphs are varied in structure, e.g., topic sentence first, topic sentence at the end, implied topic sentence. In addition, students analyze and write different types of paragraphs: narrative, descriptive and expository. Some assignments require writing related paragraphs with adequate transitions. Imaginative writing assignments include short story, skit and poetry.

In the study of literature, this class covers theme, point of view, conflict, author's purpose and style as well as plot, setting and characterization. In addition to short selections, students study one modern well-established novel and one earlier "classic."

MIDDLE LEVEL LANGUAGE ARTS

First and Second Semesters - Developmental

Course Description

This two-semester seventh grade developmental language arts course is designed for the student who is having difficulty with basic composition, reading, and related language arts skills. Emphasis is upon the reinforcement and development of skills in grammar, vocabulary, spelling, punctuation, composition and use of resources. While the objectives and learning outcomes for this course are identical to those in the regular first and second semester language arts course, the student will deal with less complex literature and may receive assignments adapted to the individual's proficiency level. Some students in this course may not reach the level of proficiency of those students in the regular course; others may develop their skills so as to enroll in the regular third semester course.

MIDDLE LEVEL LANGUAGE ARTS

Third Semester

Course Description

This third semester, eighth grade language arts course includes a review of seventh grade material and introduces additional grammatical and literary concepts. The student refines expository composition skills by using varied sentence structure and more precise word choice. In this class the student will expand dictionary and reference skills and will explore works of short fiction. The course will also offer opportunities for students in self-discipline, in creative expression and in critical thinking.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Practice various forms of composition. (1,4,7,8,9,10,12,13)
2. Improve writing mechanics. (1,4,7)
3. Expand awareness and appreciation of literature. (3,8,9,10)
4. Read for self-growth and enrichment. (3,4,5,6,8,9,10,11,12,13)
5. Develop more confidence in acquiring information through the use of resources. (2,4,5,7,8,12)
6. Adapt communication strategies to various situations. (4-13)
7. Continue development of positive group interaction. (1,2,4,5,6,8,9,10,12,13)
8. Develop pride in and appreciation for his work and that of others. (4,5,9,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Acquire and demonstrate writing skills by
  a) Reviewing seventh grade composition skills.
  b) Practicing variety in sentence structure.
  c) Recognizing and writing expository paragraphs.
  d) Practicing the skills of revision.
  e) Reviewing outlining skills.
  f) Reviewing and using cursive penmanship.
  g) Studying grade level spelling lists.
  h) Using apostrophes in possessive case.
  i) Using quotation marks, including using capitalization in direct quotations.
  j) Recognizing and using prepositional phrases, conjunctions and interjections.
  k) Understanding and using correct subject-verb agreement.
  l) Acquiring a wider vocabulary through a variety of classroom experiences.

1.2 Acquire and demonstrate reading skills in literature, i.e., mythology, fable and/or folklore, by
  a) Recognizing dialect.
  b) Expanding knowledge of literary allusions.

1.3 Acquire and demonstrate speaking skills by
  a) Participating in group discussions.
  b) Giving oral presentations.
  c) Presenting original work orally.
  d) Practicing appropriate usage.

1.4 Acquire and demonstrate listening/observing skills by
  a) Responding appropriately to oral presentations.
  b) Summarizing observations related to class activities.

2.0 Use of Resources

The student shall

2.1 Utilize resources to improve study and communication skills.

2.2 Recognize types of information sources, i.e., atlas and almanac.

2.3 Practice using the dictionary by
  a) Reviewing dictionary skills previously learned.
  b) Learning etymology.
  c) Interpreting entries.
  d) Reviewing connotation-denotation.
  e) Interpreting pronunciation key.

3.0 Critical Thinking

The student shall

3.1 Reinforce paraphrasing techniques through practice with more advanced materials.

3.2 Analyze literature to distinguish literal language from figurative language.

3.3 Refine expression of personal opinion in expository composition.

4.0 Creative Expression and Response

The student shall

4.1 Write original creative material, e.g., short stories, personal narrative, poetry, drama, journals.

4.2 Share original material.

4.3 Develop creative potential by participating in a variety of classroom experiences, e.g., media, group activities, field experiences.

5.0 Attitude Building

The student shall

5.1 Recognize the value of effective communication through the use of correct spelling, punctuation and capitalization.

5.2 Appreciate choice of appropriate diction in
  a) Grammar.
  b) Word choice.
  c) Dialect.
  d) Enunciation/pronunciation.

5.3 Increase self-confidence through creative expression.

5.4 Acknowledge diverse cultural heritages through the study of literature.

5.5 Respect leadership and other group roles.

5.6 Develop pride in both the content and the appearance of written work.

5.7 Realize the importance of organizing materials and time.

MIDDLE LEVEL LANGUAGE ARTS

Third Semester Accelerated

Course Description

This one-semester, eighth grade accelerated English course is designed for students who have demonstrated strong skills in language arts in seventh grade and have scored well on standardized tests. Like the regular third semester course, accelerated English includes a review of seventh grade material, introduces additional grammatical and literary concepts, refines composition skills, expands dictionary and reference skills, and offers opportunities for creative expression and critical thinking. Because these students perform well in language arts, the content of this course is more demanding and the expectations are higher. The course also demands a greater degree of independence and self direction. In composition students study fact vs. opinion and refine topic sentences using more precise wording. In their writing, students use transitions for smoothness and more complex sentences. Students draw parallels between creative and expository writing and note variations in form and style as purposes change. In literature the class studies, in addition to mythology, several modern short stories or a modern novel as time permits. Students utilize library skills in this study of literature.

MIDDLE LEVEL LANGUAGE ARTS

Third Semester - Developmental

Course Description

This third semester, eighth grade developmental language arts course is designed for the student who is having difficulty with composition, reading and related language arts skills. In addition to developing skills in grammar, spelling and punctuation, the student will expand dictionary and reference skills as these pertain to vocabulary development and precise word choice in composition. The student will explore short works of fiction. While the objectives and learning outcomes for this course are identical to those in the regular third semester, the student will deal with less complex literature and composition and may receive assignments adapted to the individual's proficiency level. Some students in this course may not reach the level of proficiency for those students in the regular third semester course; others may develop their skills so as to enroll in the regular fourth semester course.

MIDDLE LEVEL LANGUAGE ARTS

Fourth Semester

Course Description

This fourth semester of language arts may be taken in the eighth or ninth grade depending upon the program sequence in each school. The student studies literary and poetic devices and various kinds of literature. By composing and revising related paragraphs of composition, description and narration, the student maintains and develops paragraph writing skills. In this class the student expands grammatical usage, spelling and reference skills. A continuing theme in this course is the development of personal responsibility.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Refine and expand composition and revision skills. (1,7,8,11)
2. Maintain and develop grammar and usage skills. (1,4,8)
3. Maintain and develop skills of literacy analysis. (5,8,11)
4. Expand use of resources for written and oral expression. (2,7, 9,11)
5. Explore the creative process and techniques for creative writing. (1,2,3,4,6,7,8,9,10,11,13)
6. Recognize the necessity for personal responsibility within the school setting. (4,5,9,10)
7. Develop pride in and appreciation for his work and that of others. (4,5,9,10)

Learning Outcomes

1.0 Skill Acquisition and Application

The student shall

- 1.1 Acquire and demonstrate writing skills by
  - a) Selecting and limiting topics for paragraphs.
  - b) Composing and revising related paragraphs of exposition, description and narration.
  - c) Practicing forms of correspondence.
  - d) Maintaining previous skills and developing additional skills in spelling
    - 1) Compound words with hyphens.
    - 2) Words divided at end of line.
    - 3) Homonyms, synonyms and antonyms.
    - 4) Words from grade level spelling lists.
  - e) Maintaining and developing grammar and usage skills in
    - 1) Appositives.
    - 2) Compound sentences.
    - 3) Punctuation of compound sentences and appositives.
    - 4) Verb tense and number consistency.
    - 5) Pronoun and antecedent agreement.

- 1.2 Acquire and demonstrate reading skills by
  - a) Applying skills of literary analysis to more difficult reading material.
  - b) Identifying, through the use of the short story, novel and drama, the following literary concepts:
    - 1) Theme,
    - 2) Point of view,
    - 3) Conflict,
    - 4) Climax.

- 1.3 Acquire and demonstrate speaking skills by
  - a) Participating in group discussions.
  - b) Evaluating literature orally.

- 1.4 Acquire and demonstrate listening/observation skills by
  - a) Participating in group discussions.
  - b) Taking notes on oral presentations.

2.0 Use of Resources

The student shall

- 2.1 Continue to use previously developed skills and acquire new skills in the use of
  - a) Readers' Guide to Periodical Literature.
  - b) Thesaurus.

- 2.2 Apply reading skills to print and nonprint materials in order to extract relevant information.

3.0 Critical Thinking

The student shall

3.1 Analyze and evaluate paragraphs as related to
- a) Description and narration.
- b) Topic selection and limitation.
- c) Original topic sentence development.

3.2 Analyze, interpret and evaluate literature as related to
- a) Conflict.
- b) Climax.
- c) Point of view.
- d) Theme.

4.0 Creative Expression and Response

The student shall

4.1 Acquire and demonstrate an ability to use literary devices, i.e., simile, metaphor and personification.

4.2 Acquire and practice strategies to stimulate the creative process, e.g., brainstorming, role playing, problem solving, spontaneous writing.

5.0 Attitude Building

The student shall

5.1 Appreciate the short story as a unique literary form.

5.2 Recognize the value of literary and poetic devices in effective communication.

5.3 Recognize the necessity of acquiring basic skills for effective communication.

5.4 Recognize that attitude and behavior affect the school climate.

5.5 Develop pride in both the content and the appearance of written work.

5.6 Realize the importance of organizing materials and time.

MIDDLE LEVEL LANGUAGE ARTS

Fourth Semester Accelerated

Course Description

This fourth, one-semester accelerated English course is designed for students who have demonstrated strong skills in language arts in their first three semesters and have scored well on standardized tests. Like the regular fourth semester course, accelerated English includes a review of previously studied material, introduces additional grammatical and literary concepts, refines composition skills, expands reference skills, and offers opportunities for creative expression and critical thinking. The students in the accelerated English course will achieve the same objectives and learning outcomes as those students in the regular fourth semester course. However, because these students perform well in language arts, the content of this course is more demanding and the expectations are higher.

MIDDLE LEVEL LANGUAGE ARTS

Fourth Semester - Developmental

Course Description

This fourth semester of language arts may be taken in the eighth or ninth grade depending upon the program sequence in each school. This developmental course is designed for the student who is having difficulty with composition, reading and related language arts skills. In addition to developing skills in grammar, spelling and punctuation, the student studies literary and poetic devices and various kinds of literature. In composition, the student will write and revise short paragraphs of description and narration. While the objectives and learning outcomes for this course are identical to those in the regular fourth semester, the student will deal with less complex literature and composition and may receive assignments adapted to the individual's proficiency level. Some students in this course may not reach the level of proficiency of those students in the regular fourth semester course; others may develop their skills so as to enroll in the regular fifth semester course.

MIDDLE LEVEL LANGUAGE ARTS

Fifth Semester

Course Description

This fifth semester, ninth grade course offers a variety of reading and writing experiences to reinforce and expand a student's basic skills. The student will read more challenging fiction and nonfiction and will write short essays and imaginative material. The grammatical emphasis this semester is upon more complex sentence structure and sophisticated word choice. Through these experiences a student develops his creative and critical abilities and builds positive attitudes. In preparation for subsequent language arts choices, the student assesses his needs, abilities and interests.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Write paragraphs of narration, description and exposition, proofreading for correct spelling, appropriate word choice and usage. (1,2,3,4,6,7,8,9,12,13)
2. Write one or more well organized essays of at least three paragraphs. (1,2,3,4,7,8,9,10,12,13)
3. Use a more mature and varied sentence structure. (1,4,9)
4. Demonstrate ability to analyze and interpret a variety of selections from fiction and nonfiction. (1-13)
5. Recognize the importance of communication skills for success both in and out of school. (4,10)
6. Apply reference skills effectively. (4,7)
7. Demonstrate a commitment to the welfare of the school community. (4,5,7,8,9,13)
9. Take pride in and have appreciation for his work and that of others. (4,5,9,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Acquire and demonstrate writing skills by
  a) Reviewing the forms of narrative, descriptive and expository paragraphs.
  b) Composing, expanding and revising narrative, descriptive and expository paragraphs.
  c) Learning the parts of the longer essay, i.e., introduction, body and conclusion.
  d) Learning transitional devices.
  e) Increasing understanding of sentence structure.
  f) Recognizing and using verbal phrases.
  g) Recognizing and using adjective and adverb clauses in complex sentences.
  h) Recognizing and eliminating inappropriate fragments and run-ons.

1.2 Acquire and demonstrate reading skills by
  a) Reading in various genre and media for a wider range of exposure, e.g., novel, short story, poetry, drama, nonfiction, newspaper, magazines, films, recordings and filmstrips.
  b) Making inferences and drawing conclusions.
  c) Distinguishing between/among anecdotes, opinions, statistics, facts and examples.
  d) Recognizing satire, symbolism, irony and poetic devices.

1.3 Acquire and demonstrate speaking skills by
  a) Participating in group discussions.
  b) Presenting oral material.

1.4 Acquire and demonstrate listening/observing skills by
  a) Participating in group discussions.
  b) Paraphrasing oral presentations.
  c) Extracting information from nonprint material.

2.0 Use of Resources

The student shall

2.1 Reinforce the ability to use the library, including nonprint materials.

2.2 Reinforce the ability to use resources other than those in the library, including home and community resources.

3.0 Critical Thinking

The student shall

3.1 Continue to paraphrase appropriate material.

3.2 Refine proofreading and revision skills.

3.3 Analyze literature using previously learned approaches.

3.4 Interpret theme and author's purpose in a literary selection.

3.5 Analyze examples and evaluate the effectiveness of
  a) Satire.
  b) Symbolism.
  c) Irony.

3.6 Analyze examples and evaluate the effectiveness of
  a) Hyperbole.
  b) Onomatopoeia.
  c) Consonance, assonance and alliteration.
  d) Meter and feet.

4.0 Creative Expression and Response

The student shall

4.1 Apply language arts skills appropriately and effectively in various oral and written forms, e.g., personal essay, poetry, short story, dialogues, journals.

4.2 Respond appropriately to creative expressions of others, e.g., imitating writing styles, portraying characters in role playing and diaries.

5.0 Attitude Building

The student shall

5.1 Recognize the importance of writing legibly, correctly and effectively.

5.2 Recognize the importance of reading for both survival and pleasure.

5.3 Practice constructive behavior which demonstrates a positive self-concept and concern for the school.

5.4 Take pride in both the content and the appearance of written work.

5.5 Organize materials and time effectively.

MIDDLE LEVEL LANGUAGE ARTS

Fifth Semester Accelerated

Course Description

This one-semester ninth grade accelerated English course is designed for students who have demonstrated strong skills in language arts in their first four semesters and have scored well on standardized tests. Like the regular fifth semester course, accelerated English includes a review of previously studied material, introduces additional grammatical and literary concepts, refines composition skills, expands reference skills, and offers opportunities for creative expression and critical thinking. The students in the accelerated English course will achieve the same objectives and learning outcomes as those students in the regular fifth semester course. However, because these students perform well in language arts, the content of this course is more demanding and the expectations are higher.

MIDDLE LEVEL LANGUAGE ARTS

Fifth Semester - Developmental

Course Description

This fifth semester, developmental language arts course is designed for the student who is having difficulty with composition, reading and related language arts skills. In addition to continued emphasis upon the development of skills in grammar, vocabulary, spelling and punctuation, the student will concentrate upon using more complex sentence structure and making more sophisticated word choices in compositions. The student will write short essays and imaginative material and will read short works of fiction and nonfiction. While the objectives and learning outcomes for this course are identical to those in the regular fifth semester, the student will deal with less complex literature and composition and may receive assignments adapted to the individual's proficiency level. Some students in this course may not reach the level of proficiency of those students in the regular fifth semester course. However, in preparation for subsequent language arts choices, all students will assess their needs, abilities and interests.

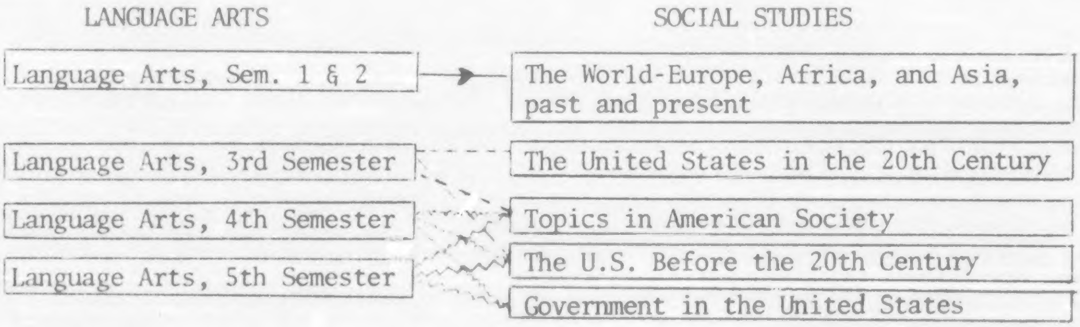
LANGUAGE ARTS - SOCIAL STUDIES

Integrated Courses

Language Arts First and Second Semester - The World
Language Arts Third Semester - The U.S. in the 20th Century
Language Arts Third Semester - The U.S. Before the 20th Century
Language Arts Third Semester - Topics in American Society
Language Arts Fourth Semester - Topics in American Society
Language Arts Fourth Semester - The U.S. Before the 20th Century
Language Arts Fourth Semester - Government in the U.S.
Language Arts Fifth Semester - Topics in American Society
Language Arts Fifth Semester - The U.S. Before the 20th Century
Language Arts Fifth Semester - Government in the U.S.

Some language arts classes and social studies classes are integrated at the middle school level. In these integrated classes, learning activities are coordinated to reinforce skills intrinsic to both disciplines, such as skills acquisition and application, use of resources, critical thinking, creative expression and response, and attitude building, with emphasis upon the component of each discipline as needed. The student will benefit from the application of language arts skills to the content of the social studies curriculum, thereby contributing to development of personal attitudes and reinforcing skill areas. In these combined courses, the language arts component used must follow sequentially from the student's previous semester. The objectives and learning outcomes will be the same as those listed for the appropriate semester of language arts. The diagram below shows the integration possibilities.

The following semesters in the two curricular areas of language arts and social studies may be integrated in the combinations below:


LANGUAGE ARTS
SOCIAL STUDIES
Language Arts, Sem. 1 & 2
The World-Europe, Africa, and Asia, past and present
Language Arts, 3rd Semester
The United States in the 20th Century
Language Arts, 4th Semester
Topics in American Society
Language Arts, 5th Semester
The U.S. Before the 20th Century
Government in the United States

LANGUAGE ARTS - SOCIAL STUDIES - ACCELERATED

Integrated Courses

Language Arts, Semester 1 & 2 - The World-Europe, Africa and Asia, Accelerated
Language Arts, Semester 3 - The United States in the 20th Century, Accelerated
Language Arts, Semester 3 - The U.S. Before the 20th Century, Accelerated
Language Arts, Semester 3 - Topics in American Society, Accelerated
Language Arts, Semester 4 - Topics in American Society, Accelerated
Language Arts, Semester 4 - The U.S. Before the 20th Century, Accelerated
Language Arts, Semester 4 - Government in the United States, Accelerated
Language Arts, Semester 5 - Topics in American Society, Accelerated
Language Arts, Semester 5 - The U.S. Before the 20th Century, Accelerated
Language Arts, Semester 5 - Government in the United States, Accelerated

These integrated language arts - social studies courses are designed for the student who has demonstrated strong language arts skills in the previous course, and who has scored well on standardized tests. The student must also have displayed the maturity and desire to work in depth and on long range assignments. For a course description of integrated language arts - social studies courses, see the regular integrated course description. For specific language arts objectives and learning outcomes, see both the course description of the appropriate semester course and that of the appropriate semester - accelerated. The language arts objectives and learning outcomes in any integrated accelerated course should be the same as those in the appropriate accelerated semester.

LANGUAGE ARTS - SOCIAL STUDIES - DEVELOPMENTAL

Integrated Courses

Language Arts, Semester 1 & 2 - The World-Europe, Africa and Asia, Developmental
Language Arts, Semester 3 - The United States in the 20th Century, Developmental
Language Arts, Semester 3 - The U.S. Before the 20th Century, Developmental
Language Arts, Semester 3 - Topics in American Society, Developmental
Language Arts, Semester 4 - Topics in American Society, Developmental
Language Arts, Semester 4 - The U.S. Before the 20th Century, Developmental
Language Arts, Semester 4 - Government in the United States, Developmental
Language Arts, Semester 5 - Topics in American Society, Developmental
Language Arts, Semester 5 - The U.S. Before the 20th Century, Developmental
Language Arts, Semester 5 - Government in the United States, Developmental

These integrated language arts - social studies courses are designed for the student who is having difficulty with reading and other language arts skills. For a course description of integrated language arts - social studies courses, see the regular integrated course description. For specific language arts objectives and learning outcomes, see both the course description of the appropriate semester course and that of the appropriate semester - developmental. The language arts objectives and learning outcomes in any integrated developmental course should be the same as those in the appropriate developmental semester.

MIDDLE LEVEL LANGUAGE ARTS

Fifth Semester - Future Literature

Course Description

This fifth semester, ninth grade course offers a variety of reading and writing experiences to reinforce and expand a student's basic skills. The student will read more challenging fiction and nonfiction and will write short essays and imaginative material. The grammatical emphasis this semester is upon more complex sentence structure and sophisticated word choice. Through these experiences a student develops his creative and critical abilities and builds positive attitudes. In preparation for subsequent language arts choices, the student assesses his needs, abilities and interests. Future literature is the major component of this fifth semester course. The objectives and learning outcomes, however, remain identical with the regular fifth semester course.

MIDDLE LEVEL LANGUAGE ARTS

Fourth and Fifth Semester Honors English

Course Description

Ninth grade honors English is a course especially designed for students gifted in language arts. For students who are eligible, this course replaces two semesters of English at the ninth grade level. These students must have demonstrated strength in the basic skills of language arts, have the recommendation of seventh and eighth grade language arts teachers, and have standardized test scores in the 90th percentile in reading and language.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Develop ability to analyze a variety of mature sentences into their component parts. (1,4,9)
2. Refine and expand skills of expository composition. (1,7,8,11)
3. Expand vocabulary and develop techniques for vocabulary building. (1,9,11)
4. Develop a positive attitude toward correct usage. (1,4,8)
5. Develop and expand ability to analyze and interpret a variety of selections from fiction and nonfiction. (1-13)
6. Develop and expand an appreciation for our literary heritage. (9,13)
7. Explore the creative process and techniques for creative writing through reading and writing. (1-4, 6-11, 13)
8. Take pride in and have appreciation for his work and that of others. (4,5,9,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Acquire and demonstrate writing skills by
- a) Writing different types and lengths of sentences.
- b) Writing a refined and sophisticated topic sentence with appropriate limitations to each paragraph.
- c) Using increasingly complex paragraph structure and detail.
- d) Recognizing and using unity in paragraphs, essays and stories.
- e) Recognizing and using coherence in paragraph structure.
- f) Recognizing and writing thesis statements and other parts of the essay, i.e., introduction, body, conclusion, transitions.
- g) Developing a well organized essay supportive of an opinion in a persuasive technique.
- h) Writing a critical book review.
- i) Using an increasingly wider, more mature and precise vocabulary.
- j) Writing several well developed creative works, e.g., short story, poetry, drama.
- k) Using correct form in writing dialogue.

1.2 Acquire and demonstrate reading skills by
- a) Reading, analyzing, and interpreting one Shakespearian play, a novel from the 18th or 19th century, and selected essays, poetry, and short stories from the Neo Classic and Romantic Periods.
- b) Reading and reporting on a minimum of two titles from book list provided.
- c) Paraphrasing and summarizing designated passages.

1.3 Acquire and demonstrate speaking skills by
- a) Participating in group and class discussions.
- b) Presenting oral reports and/or readings.

1.4 Acquire and demonstrate listening/observing skills by
- a) Participating in discussions of records and class readings and writings.
- b) Extracting information from nonprint material.

2.0 Use of Resources

The student shall

2.1 Utilize the library to acquire information to use in writing essays.

2.2 Utilize community resource people to give background or interpret literary works studied.

3.0 Critical Thinking

The student shall

3.1 Analyze completely many different types of sentences.

3.2 Analyze short stories in terms of their skeletal types, e.g., conflict, incident, wish-fulfillment, realization.

3.3 Analyze plot, character development, point of view, and setting in fictional works.

3.4 Interpret author's purpose and theme.

3.5 Analyze examples of simile, metaphor, alliteration, onomatopoeia, conceit, symbolism, stanza form.

3.6 Identify Neo Classic and Romantic characteristics in appropriate selections.

4.0 Creative Expression and Response

The student shall

4.1 Use sophisticated knowledge of grammar to write varied sentences.

4.2 Use knowledge of plot, setting, character, point of view and theme to write a well-developed story or play.

4.3 Use knowledge of poetic devices to write a poem.

5.0 Attitude Building

The student shall

5.1 Recognize the importance of writing correctly and effectively.

5.2 Recognize the importance of writing for both pleasure and profit.

5.3 Recognize the importance of reading for pleasure.

5.4 Recognize the contributions of literature of the past.

MIDDLE LEVEL LANGUAGE ARTS

Basic Communication

Course Description

This one-semester required introductory course, recommended for eighth or ninth grade students, develops individual and group basic oral communication skills with emphasis on the following areas: a study of barriers to communication; planning, organizing and presenting activities; logical-evaluative thinking; listening skills; the circle of oral communication; outlining and use of bibliography forms; constructive criticism; career opportunities; and an understanding of the vocal mechanism as well as principles of breath control. This course begins with the fundamentals and is designed for a continuing development of student proficiency in communication skills. Because of the necessity of developing group interaction skills and self confidence, this course must present an uninterrupted sequence of communication experiences. In addition, this course provides the student with the skills necessary to present oral and/or visual activities in other classes, clubs and out-of-school events.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Acquire, apply and practice the basic language skills necessary to give oral and/or visual presentations in a positive, effective manner. (1,2,4,8)
2. Demonstrate the ability to use library resources, audio-visual aids and live sources in making effective presentations. (2,7,8)
3. Demonstrate the ability to differentiate, organize, identify and analyze a variety of cultural concepts in communication. (2,3,5,11,13)

4. Develop interesting, innovative methods to project the individual's intent and express personal thoughts and feelings in an enthusiastic way. (1,3,4,6,7,8,9,12)

5. Develop an appreciation for the power of the spoken word as it affects the individual and society. (9,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate and apply writing skills by
  - a) Organizing thoughts and ideas into an outline with beginning-middle-end patterns, e.g., time, related group, space, cause-effect, problem-solution.
  - b) Correctly spelling words within the field of communication.
  - c) Using appropriate bibliography forms.
  - d) Developing preciseness and brevity in writing, e.g., introductions, conclusions, summaries, critiques.

1.2 Demonstrate and apply reading skills by
  - a) Recognizing unique vocabulary of oral and visual presentations as well as broadening the vocabulary base.
  - b) Learning and practicing effective library skills (see 2.0 below).
  - c) Becoming acquainted with the speech mechanism of the body.

1.3 Demonstrate and apply speaking skills by
  - a) Building self-confidence and poise.
  - b) Practicing creative, logical, critical thinking.
  - c) Differentiating between fact and opinion.
  - d) Using an introduction to capture audience attention and introduce the subject.
  - e) Creating a conclusion that summarizes and relates the ending to the beginning.
  - f) Speaking in a positive and effective manner.
  - g) Applying knowledge of the vocal mechanism: speak with pleasing vocal quality, projection, clear articulation and correct pronunciation.
  - h) Using body language effectively to enhance communication.
  - i) Using appropriate grammar forms (e.g., dialects, verbal modes, styles and usage levels) according to points of view.
  - j) Using the voice in varying tones for different purposes, e.g., argumentative, persuasive, empathic.

1.4 Demonstrate and apply listening/observing skills by
  - a) Learning to recognize the importance of the speaker-message-listener-feed back communication cycle.
  - b) Pursuing ways of avoiding barriers to communication, such as interrupting, criticizing destructively, being rude, being inattentive.
  - c) Identifying fact and opinion.
  - d) Listening to and following directions.

2.0 Use of Resources

The student shall

2.1 Demonstrate the ability to use library skills effectively.

2.2 Demonstrate and apply the ability to use various media sources (e.g., radio, TV, movies, taped material) in preparing accurate presentations.

2.3 Acquire a working knowledge of effective interviewing.

2.4 Research career opportunities.

3.0 Critical Thinking

The student shall

3.1 Demonstrate the ability to differentiate fact from fiction or opinion.

3.2 Identify self and audience needs, wants and desires.

3.3 Recognize the specific function of vocabulary to clarify meaning.

3.4 Effectively analyze resource materials.

3.5 Recognize the need to accept and understand a variety of cultural concepts.

3.6 Learn to criticize constructively the work of others and self.

4.0 Creative Expression and Response

The student shall

4.1 Develop interesting and exciting methods of oral/visual presentation.

4.2 Evidence enthusiasm for the ability to create effective styles of presentation.

4.3 Develop the ability to listen to and appreciate the creative expressions of others and self.

4.4 Employ creative use of the speech mechanism.

5.0 Attitude Building

The student shall

5.1 Appreciate worth of others and self.

5.2 Demonstrate an understanding of and enthusiasm for the power of the action and/or the spoken word.

5.3 Enjoy creative communication (e.g., literature, film, drama, speaker) as a discriminating audience and as a skilled participant.

5.4 Understand and appreciate the need for preparation.

5.5 Develop characteristics of responsibility and independent thought.

MIDDLE LEVEL LANGUAGE ARTS

English Clinic

Course Description

This one-semester course is offered each summer to any seventh, eighth or ninth grade student who has failed to pass any semester of required language arts. The objectives and learning outcomes will be the same as those in the semester the student is repeating.

MIDDLE LEVEL LANGUAGE ARTS

Sixth Semester - Developmental

Course Description

This sixth semester, developmental language arts course is designed for the student who is having difficulty with composition, reading and related language arts skills, and desires an additional semester for further development of those skills. In addition to continued emphasis upon the development of skills in grammar, vocabulary, spelling and punctuation, the student will concentrate upon writing more complex essays and imaginative material, and will read short works of fiction and non-fiction. Assisgnments will be adapted to the individual student's proficiency level. In preparation for subsequent language arts choices, all students will assess their needs, abilities and interests.

Objectives

The following objectives are based upon the genral goals of language arts for the district.

The student shall

1. Write paragraphs of narration, description and exposition, proofreading for correct spelling, appropriate word choice and usage. (1,2,3,4,6,7,8,9,12,13)
2. Maintain and develop grammar and usage skills. (1,4,8)
3. Recognize the importance of communication skills for success both in and out of school. (4,10)
4. Apply reference skills effectively. (4,7)
5. Demonstrate the ability to analyze and interpret a variety of selections from fiction and non-fiction. (1-13)
6. Take pride in and have appreciation for his work and that of others. (4,5,9,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Acquire and demonstrate writing skills by
  a) Continuing to review and compose paragraphs of narration, description and exposition.
  b) Using between paragraph transitional devices.
  c) Increasing understanding of sentence structure.
  d) Recognizing and eliminating inappropriate fragments and run-ons.

1.2 Acquire and demonstrate reading skills by
  a) Selecting among and reading in various genre for a wider range of exposure.
  b) Making inferences and drawing conclusions.
  c) Distinguishing between/among statistics, facts, opinions and examples.

1.3 Acquire and demonstrate speaking skills by
  a) Participating in group discussions.
  b) Presenting material orally.

1.4 Acquire and demonstrate listening/observing skills by
  a) Participating in group discussions.
  b) Extracting information from non-print materials.

2.0 Use of Resources

The student shall

2.1 Continue to use the library and non-print materials.

2.2 Continue to use resources other than those in the library, including home and community resources.

3.0 Critical Thinking

The student shall

3.1 Refine proofreading and revision skills.

3.2 Analyze literature using previously learning approaches.

3.3 Continue to interpret theme and author's purpose in a literary selection.

4.0 Creative Expression and Response

The student shall

4.1 Continue to practice and apply language arts skills effectively in various oral and written forms.

4.2 Continue to respond appropriately to the creative expressions of others.

5.0 Attitude Building

The student shall

5.1 Recognize the importance of writing legibly, correctly and effectively.

5.2 Recognize the importance of reading for both survival and pleasure.

5.3 Practice constructive behavior which demonstrates a positive self-concept and concern for the school.

5.4 Take pride in both the content and the appearance of written work.

5.5 Organize materials and time effectively.

MIDDLE LEVEL LANGUAGE ARTS

Adventure Literature

Course Description

This one-semester elective course for eighth or ninth grade students explores different genres of adventure literature. The student will develop literary analysis skills through the reading and comparison of mystery, horror, western, and other forms of adventure literature. The student will further develop writing skills through such activities as personal and narrative writing, expository and creative writing.

Objectives

The following objectives are based on the general goals of language arts for the district.

The student shall

1. Develop an ability to express his ideas and feelings in writing. (1,3,6,8,9,12)
2. Develop and expand oral communication skills. (1,5,6)
3. Appreciate literature through exposure to a variety of selections. (3,6,9,10,13)
4. Broaden vocabulary. (1,8,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Reinforce and refine reading skills through exposure to various literary genres.

1.2 Improve writing and proofreading skills.

1.3 Apply the accepted conventions of usage and grammar.

1.4 Demonstrate ability to use logic and evidence in verbal and written communication.

2.0 Use of Resources

The student shall

2.1 Use resource and media material to gather information.

2.2 Organize research materials from several sources.

3.0 Critical Thinking

The student shall

3.1 Analyze selected reading with emphasis on plot and character.

3.2 Paraphrase appropriate material.

3.3 Discern various writing styles and formats.

3.4 Apply study and organizational skills.

4.0 Creative Expression and Response

The student shall

4.1 Write about personal experiences and observations.

4.2 Apply original creative ideas to writing various assignments of several genres of adventure literature.

4.3 Refine expression of personal opinion through the spoken and written word.

5.0 Attitude Building

The student shall

5.1 Appreciate the oral and written expressions of others.

5.2 Find enjoyment through own written expression.

5.3 Recognize and enjoy various forms of adventure literature.

5.4 Demonstrate pride in appearance and content of written work.

MIDDLE LEVEL LANGUAGE ARTS

Classic Literature

Course Description

This one-semester elective course for eighth or ninth grade students allows the student to explore a variety of types of worthwhile literature. The student will develop literary analysis skills through reading and studying classic literature. The student will be encouraged to develop writing skills through such activities as personal and narrative writing, essay and expository writing, and creative fiction, poetry, and/or drama.

Objectives

The following objectives are based on the general goals of language arts for the district.

The student shall

1. Utilize critical awareness in analyzing works of literary merit. (5,6,8,9,11,13)
2. Improve writing skills for effective communication. (1,4,5,8)
3. Develop and expand oral communication skills. (1,5,6)
4. Broaden vocabulary. (1,8,11,13)
5. Acquire maturity and independence in reading habits. (1,5,6, 8,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Review and expand skills by writing
  a) Narrative, descriptive and/or expository essays.
  b) Essays emphasizing sentence variety, transitional devices and conciseness.

1.2 Reinforce proofreading skills.

1.3 Reinforce and refine reading skills through exposure to various literary genre.

1.4 Demonstrate and apply the ability to use logic and evidence in verbal and written communication.

2.0 Use of Resources

The student shall

2.1 Demonstrate the ability to use library sources, audio-visual aids and other sources.

3.0 Critical Thinking

The student shall

3.1 Analyze selected readings with emphasis on plot, character and theme.

3.2 Apply study and organizational skills.

3.3 Paraphrase appropriate materials.

3.4 Make inferences and draw conclusions from literature.

4.0 Creative Expression and Response

The student shall

4.1 Use expanded vocabulary in written work.

4.2 Write about personal experiences and observations.

4.3 Explore various literary styles and formats.

5.0 Attitude Building

The student shall

5.1 Demonstrate pride in the appearance and content of written work.

5.2 Appreciate oral and written expressions from others.

5.3 Find enjoyment through own written expression.

5.4 Recognize and enjoy worthwhile literature.

MIDDLE LEVEL LANGUAGE ARTS

Creative Writing

Course Description

The student in this one-semester course for eighth or ninth graders will read models of outstanding poetry and prose. The major thrust will be an exploration of the student's creative writing ability. The student will write poetry, stories, plays, an essay, descriptions and other literary forms. The student is free to experiment with his ideas and moods while learning to express these in various forms.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Develop an ability to express his ideas and feelings in writing. (1,3,5,8,9,12)
2. Increase his self-confidence through creative expression. (6,9,10)
3. Respect his own work and that of others. (3,6,9)
4. Develop a positive attitude toward self and the use of the written word. (3,5,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Utilize accepted conventions of usage.

1.2 Recognize various genre.

1.3 Maintain and develop writing skills.

1.4 Experiment with various creative writing styles.

2.0 Use of Resources

The student shall

2.1 Select and read a variety of literary models.

2.2 Use dictionary and thesaurus.

2.3 Explore nonprint material for idea stimulation.

3.0 Critical Thinking

The student shall

3.1 Evaluate personal expression for desired effect.

3.2 Evaluate reading models for desired effect.

4.0 Creative Expression and Response

The student shall

4.1 Utilize the five senses in descriptive writing.

4.2 Use poetic devices.

4.3 Write original works, e.g., poetry, stories, plays, essays, and other literary forms.

5.0 Attitude Building

The student shall

5.1 Appreciate oral and written expression from others.

5.2 Enjoy the creative process.

MIDDLE LEVEL LANGUAGE ARTS

Exploring Literature and Language

Course Description

This one-semester elective course allows eighth or ninth grade students to explore a variety of literature and writing. Units include such choices as mythology, novels, poetry, drama, folklore, short story, creative writing, nonfiction and biography. In this class, the student responds to literature and studies literary elements, while improving communication skills. These experiences challenge the student to examine and expand interests and abilities.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Develop an appreciation of various types of literature. (3,6, 10,11,13)
2. Utilize critical awareness in analyzing student work and works of literary merit. (5)
3. Explore the creative process and techniques for creative writing. (3,6,13)
4. Expand the use of resources for writing and oral expression. (1,12)
5. Develop and expand communication skills. (1,5,6)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Review and expand skills by
   a) Writing narration, description and exposition.
   b) Using sentence variety, transitional devices, conciseness and precise vocabulary.

1.2 Reinforce and refine reading skills through exposure to various literary genre.

1.3 Demonstrate the ability to use logic and evidence in verbal communication.

2.0 Use of Resources

The student shall

2.1 Demonstrate the ability to use library resources, audio-visual aids and other sources.

3.0 Critical Thinking

The student shall

3.1 Acquire the ability to differentiate, organize, identify and analyze a variety of cultural concepts.

3.2 Develop the ability to think and communicate logically and clearly by
   a) Differentiating between logical and illogical development.
   b) Analyzing the way an author presents his material in relation to his audience and purpose.
   c) Analyzing differences in points of view.
   d) Recognizing propaganda techniques.

3.3 Proofread for accuracy and revise for effectiveness.

4.0 Creative Expression and Response

The student shall

4.1 Create original oral and written material.

4.2 Refine expression of personal opinion through the spoken and written word.

4.3 Respond creatively to literature, e.g., diaries, dialogues, letters, character description.

5.0 Attitude Building

The student shall

5.1 Enjoy creative communication and a variety of literature.

5.2 Learn to appreciate and evaluate worth of others and self.

5.3 Learn to accept constructive criticism.

MIDDLE LEVEL LANGUAGE ARTS

Future Literature

Course Description

This one-semester eighth or ninth grade course allows the student to maintain and improve basic reading skills while enjoying science fiction literature. The student will develop literary analysis and problem solving capabilities through reading and studying the literature. Writing skills will develop through such activities as lifetime goal setting, autobiographies, short stories and other fiction and nonfiction set in the future.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Read for self growth. (3-6, 8-13)
2. Utilize critical awareness in analyzing works of literary merit. (5,6,8,9,11,13)
3. Develop strategies for discerning possible future trends. (2,4, 5,9,10,13)
4. Explore future alternatives through writing activities. (2,4,8, 10,13)
5. Demonstrate an awareness of and a respect for other cultures. (8,9,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Reinforce and refine reading skills through exposure to science fiction literature.

1.2 Develop writing skills through activities suited to science fiction.

2.0 Use of Resources

The student shall

2.1 Discern fact from fantasy by verifying information in literature.

2.2 Utilize current research to project future trends.

3.0 Critical Thinking

The student shall

3.1 Analyze story content for accuracy.

3.2 Interpret literature in the context of setting and characters.

3.3 Make inferences and draw conclusions from literature.

4.0 Creative Expression and Response

The student shall

4.1 Apply original concepts to literature and to own writing.

4.2 Apply original creative ideas to writing science fiction, e.g., short stories, plays, poetry, nonfiction.

4.3 Utilize future trends, predictions in writing original science fiction.

5.0 Attitude Building

The student shall

5.1 Recognize the diversity of future choices.

5.2 Appreciate the variety of needs to be met in future societies.

5.3 Demonstrate an appreciation for the works of others.

MIDDLE LEVEL LANGUAGE ARTS

General Skills

Course Description

This one-semester elective course, open to students with low language arts skills, emphasizes the practical skills needed to function in today's society. It includes work with basic skills in reading and mathematics and general study skills needed to progress in school.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Improve skills necessary to academic performance. (1,2,4,7)
2. Develop practical skills necessary to function in the working world as well as the school world. (1,10)
3. Develop a more positive self image and improved interpersonal relationships. (10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Improve the ability to read for
  a) Main ideas.
  b) Supporting details.
  c) Sequencing.
  d) Cause and effect.

1.2 Improve the ability to
  a) Write complete sentences and simple paragraphs.
  b) Spell commonly used words and homonyms.
  c) Use common rules of punctuation and capitalization.

1.3 Improve the ability to interpret maps, graphs and charts.

1.4 Improve the ability to do simple mathematical computations, e.g., multiplication, long division, subtraction, addition.

301

1.5 Develop the ability to fill out basic forms, e.g., an application for social security numbers, employment and bank deposit slips.

1.6 Improve the ability to take notes and write simple outlines.

2.0 Use of Resources

The student shall

2.1 Improve the ability to use the card catalogue, the dictionary, and other basic reference materials.

2.2 Locate and recognize materials in the media center.

3.0 Critical Thinking

The student shall

3.1 Distinguish fact from opinion in material suited to reading and listening levels.

3.2 Analyze selected readings with emphasis on plot and character.

4.0 Creative Expression and Response

The student shall

4.1 Write and/or tell about personal experiences and observations.

4.2 Summarize material read.

4.3 Write letters.

5.0 Attitude Building

The student shall

5.1 Develop a positive attitude toward self and other class members.

5.2 Realize the importance of organizing materials and time.

MIDDLE LEVEL LANGUAGE ARTS

High School Preparatory English

Course Description

The one-semester high school preparatory English for ninth graders is a balanced program designed to prepare each student for success in high school. Students will refine writing skills and broaden vocabulary by reading and analyzing literature.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Improve writing skills for effective communication. (1,4,6, 8,9,10,13)
2. Develop analytical skills in research and in reading literature. (1,2,5,7,11)
3. Review basic grammar. (1,11)
4. Appreciate literature through exposure to a variety of selections. (3,6,9,10,13)
5. Broaden vocabulary. (1,8,11,13)
6. Acquire maturity and independence in reading habits. (1,5,6,8,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Refine writing skills by
  - a) Choosing words appropriate to purpose.
  - b) Acquiring and applying accepted conventions of usage and punctuation.
  - c) Writing essays related to literature.
  - d) Developing more complex sentence structure.
  - e) Developing greater sophistication in the transition from one paragraph to another.

1.2 Develop an expanded reading vocabulary and technical literary vocabulary.

1.3 Review basic grammar.

2.0 Use of Resources

The student shall

2.1 Organize research materials from several sources.

2.2 Analyze and utilize resource materials for a determined purpose.

3.0 Critical Thinking

The student shall

3.1 Apply work study and organizational skills.

3.2 Evaluate resource materials for desired purpose.

3.3 Paraphrase appropriate materials.

3.4 Analyze selected literature for ideas and literary techniques.

4.0 Creative Expression and Response

The student shall

4.1 Develop researched material into original written form.

4.2 Use expanded vocabulary in written work.

5.0 Attitude Building

The student shall

5.1 Find enjoyment through own written expression.

5.2 Feel confidence in selecting a variety of reading materials.

5.3 Respect the written and oral expressions of others.

5.4 Take pride in both the content and the appearance of written work.

MIDDLE LEVEL LANGUAGE ARTS

Introduction to Journalism

Course Description

This one-semester elective course explores all aspects of newspaper and journalistic writing, including news reporting, editorials, advertising, sports reporting, interviews, cartooning, advice columns, and other feature writing. This exploratory class will stress student writing and creativity with a focus on the fundamentals of newspaper writing. The school newspaper is produced in this class. The course may be repeated with teacher permission.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Recognize journalistic writing style. (1,3,9,11,13)
2. Improve writing skills for effective communication. (1,4,5,8)
3. Identify appropriate language for different audiences. (8,9)
4. Explore all facets of newspaper production. (2,6)
5. Utilize critical awareness in the evaluation of various publications. (4,5)
6. Develop pride in and appreciation for his work and that of others. (4,5,9,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Choose appropriate words and spell them correctly.

1.2 Apply the accepted conventions of usage and punctuation.

1.3 Recognize and write various journalistic forms, e.g., hard news, editorials, features.

1.4 Reinforce proofreading and revision skills.

2.0 Use of Resources

The student shall

2.1 Use resource materials to gather information.

2.2 Use resource material to enrich writing.

2.3 Practice interviewing techniques and on-the-spot reporting.

2.4 Enjoy a variety of field experiences to enhance the learning process.

3.0 Critical Thinking

The student shall

3.1 Apply study and organizational skills.

3.2 Think critically about ideas from written language that will generate understanding and feeling.

3.3 Know the forms and use the techniques of journalism.

3.4 Recognize the difference between fact and opinion.

4.0 Creative Expression and Response

The student shall

4.1 Write about personal experiences and observations in journalistic form.

4.2 Use information from interviews to write journalistic material.

4.3 Practice using language in a variety of ways.

5.0 Attitude Building

The student shall

5.1 Respect the opinion of group members.

5.2 Evaluate objectively the performance of self and others.

5.3 Appreciate the need for organizing materials and time.

MIDDLE LEVEL LANGUAGE ARTS

Personal Development Center

Course Description

This nine-week course is designed for seventh graders to explore techniques in motivation, study skills, communications and peer relationships.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Explore and examine methods and techniques that will strengthen learning power. (1,2,4,5,7)
2. Examine personal strengths and set goals for social and adademic development. (1,2,4,5,7,10)
3. Enhance interpersonal communication skills. (1,2,4,5,7,8,10)
4. Discuss social concerns and implications. (1,2,4,5,6,7,8,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Acquire and develop basic comprehension skills by becoming aware of
  a) Main ideas and supporting details.
  b) Classification.
  c) Abstract symbols.
  d) Summarizing techniques.
  e) Inferential thinking.
  f) Analogies.
  g) Imagery.

1.2 Acquire and develop techniques for vocabulary building by utilizing
  a) Prefixes and suffixes.
  b) Word families, word structures.

- c) Figurative language.
- d) Jargon.
- e) Context clues.

1.3 Acquire and develop study habit strategies by exposure to
- a) SQ3R study technique.
- b) Outlining and advanced organizers.
- c) Notetaking.
- d) Guided study plans.
- e) Test taking techniques.
- f) Individualized study schedules.
- g) Learning curves.

1.4 Acquire and develop basic communication skills by examining
- a) Speaking and listening techniques.
- b) Speed reading techniques.
- c) Written expression, e.g., proofreading and organizational techniques.

2.0 Use of Resources

The student shall

2.1 Improve the ability to use basic reference materials.

2.2 Locate and recognize materials in the media center.

3.0 Critical Thinking

The student shall

3.1 Distinguish fact from opinion.

3.2 Recognize propaganda techniques.

3.3 Use self-appraisal techniques
- a) Pupil interest inventory.
- b) Vocational interest inventory.
- c) School adjustment inventory.

3.4 Summarize and evaluate course content.

4.0 Creative Expression and Response

The student shall

4.1 Explore ways to be a happier and more successful student.

4.2 Use creative thinking activities.

4.3 Practice setting and writing short term and long range goals.

5.0 Attitude Building

The student shall

5.1 Explore the value of problem-solving techniques.

5.2 Explore the value of decision making, individually and in groups.

5.3 Develop ways to enhance motivation and achievement.

5.4 Explore ways to develop a positive attitude.

MIDDLE LEVEL LANGUAGE ARTS

Publications

Course Description

In this one-semester elective class the student learns the principles of journalistic writing, photography and layout and applies these principles by 1) examining, taking and developing pictures; 2) writing a variety of journalistic copy; and/or 3) analyzing newspapers, yearbooks and magazines. The student may contribute to the production of a school newspaper, yearbook and/or magazine. This course may be repeated with teacher permission.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Develop the skills necessary for various types of journalistic writing, thus improving general communication skills. (1,2,4,7,8)
2. Develop an understanding of the many facets of media production. (1,7,8)
3. Develop the ability to analyze media critically. (5,9,10)
4. Develop an appreciation of his own and others' contributions to school publications and experience pride in the quality of these publications. (9,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Skim newspapers and magazines for information.

1.2 Recognize journalistic style.

1.3 Produce various types of journalistic copy.

1.4 Choose appropriate wording and sentence structure; spell, capitalize and punctuate correctly.

1.5 Recognize headlines and practice writing them.

1.6 Interview effectively and take accurate and complete notes.

1.7 Note events and people that are newsworthy and possible subjects for effective photographs and/or stimuli for creative or journalistic writing.

1.8 Practice proofreading and revision skills.

1.9 Learn and apply principles of effective page layout.

2.0 Use of Resources

The student shall

2.1 Use available resources to gather information.

2.2 Use resource materials in the preparation of publications and individual projects.

3.0 Critical Thinking

The student shall

3.1 Analyze media for fact and opinions, accomplishment of purpose, appropriateness for chosen audience.

3.2 Proofread his own and other written work using principles of journalistic style.

3.3 Recognize various journalistic styles, e.g., hard news, feature articles, editorials.

3.4 Recognize differences between fact and opinion.

4.0 Creative Expression and Response

The student shall

4.1 Write about feelings, ideas and experiences, using a variety of forms, e.g., editorials, feature articles, poems, narratives.

4.2 Use literary and journalistic forms appropriate for the audience to which they are directed.

4.3 Practice creative writing appropriate for a student publication.

5.0 Attitude Building

The student shall

5.1 Experience satisfaction from individual writing products and contributions to school publications.

5.2 Appreciate the importance of personal responsibility in organizing materials and meeting deadlines.

5.3 Develop pride in both content and the appearance of written work.

MIDDLE LEVEL LANGUAGE ARTS

Writing Lab

Course Description

This one-semester elective course is designed to assist the student in improving his writing skills in the areas of short stories, journals, character sketches, poetry, expository prose and/or descriptive writing. The course is specifically for the student who seeks to develop basic writing skills.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Practice various forms of composition. (1,4,7,10,12,13)
2. Improve writing mechanics. (1,4,7)
3. Maintain and develop basic writing skills. (1,2,4,7)
4. Expand use of resources in written expression. (2,7,9,11)
5. Use varied and more mature sentence structures. (1,4,9)
6. Demonstrate pride in the quality of his work and that of others. (3-9,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate writing skills by
   a) Experimenting with various expository and creative writing styles.
   b) Reviewing techniques of transition and subordination.

1.2 Improve writing skills by
   a) Reviewing punctuation.
   b) Reviewing capitalization.
   c) Developing sentence variety.

1.3 Improve proofreading skills by
    a) Checking for spelling errors.
    b) Checking for mechanical errors.
    c) Checking for grammatical errors.
    d) Checking for unity and coherence in content.

2.0 Use of resources

The student shall

2.1 Maintain research skills necessary to facilitate writing processes.

2.2 Explore resources outside the library setting, e.g., field trips, guest speakers, interviews.

3.0 Critical Thinking

The student shall

3.1 Analyze his own and others' work for clarity and coherence.

3.2 Analyze his own and others' work for impact and suitability.

3.3 Analyze various writing styles and formats.

4.0 Creative Expression and Response

The student shall

4.1 Develop techniques for generating the writing process.

4.2 Explore various literary styles and formats.

4.3 Write original creative material, e.g., short stories, poetry, character sketches, journals.

5.0 Attitude Building

The student shall

5.1 Demonstrate pride in the appearance and content of written work.

5.2 Appreciate the constraints of various literary forms.

5.3 Recognize the necessity of basic skills in effective communication.

5.4 Appreciate oral and written expression from others.

MIDDLE LEVEL LANGUAGE ARTS

Yearbook

Course Description

In this one-semester elective course the student will be involved in the entire process of yearbook production. The student will learn and use terms and techniques appropriate to yearbook production and publication. The course will include areas such as photograph enlarging and reduction, page layout, headline and photograph caption writing, type size and style selection, proofreading and proofreading marks. This course may be repeated with teacher permission.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Develop the basic skills necessary to yearbook production. (1,2,7,8)
2. Develop pride in and appreciation for his work and that of others. (3,6)
3. Develop an awareness of and appreciation for yearbook production. (3,9,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Write headlines

1.2 Write picture captions.

1.3 Develop proofreading skills.

1.4 Learn and use standard proofreading marks.

1.5 Discriminate among various type sizes and styles.

1.6 Select photographs appropriate to the yearbook.

1.7 Use photographic enlargement and reduction techniques.

1.8 Produce a balanced page layout.

1.9 Use appropriate sales techniques for yearbook promotion and sales.

2.0 Use of Resources

The student shall

2.1 Use the printer's guidelines for yearbook production.

2.2 Survey other yearbooks and magazines for
  a) Type size and style.
  b) Page layout.
  c) Organization.

3.0 Critical Thinking

The student shall

3.1 Develop the ability to analyze
  a) Photographs.
  b) Page layouts.
  c) Headlines.
  d) Photograph captions.

3.2 Refine organizational skills as they pertain to yearbook production.

4.0 Creative Expression and Response

The student shall

4.1 Produce a yearbook with staff collaboration by organizing pictures, page layouts and the ladder plan.

4.2 Produce a yearbook with staff collaboration by writing appropriate headlines and picture captions.

4.3 Participate in group discussions and decision making activities.

5.0 Attitude Building

The student shall

5.1 Accept responsibilities for his own actions.

5.2 Develop respect and appreciation for the work of others.

5.3 Realize the importance of organizing time and materials.

MIDDLE LEVEL LANGUAGE ARTS

Individualized Basic Reading

Course Description

This one-semester course is open to students in any grade who have significant reading difficulties. The course focuses on the development of a positive attitude toward reading for learning and pleasure. Good reading habits, increased vocabulary and passage comprehension, and diversified interests in reading are emphasized in the course. A diagnostic approach to an individual student's level of development in the reading process and his learning style is basic to this course. The course content is flexible according to each student's needs. Students may repeat the course as needed.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall progress through the following according to individual needs and ability.

1. Improve the concept of self as a reader and as a person. (3)
2. Develop habits of extensive and varied reading. (3,6,10,13)
3. Improve the ability to read for meaning at various levels of comprehension. (1,4,5,9,13)
4. Expand the ability to use a variety of decoding strategies to arrive at the meaning of words, sentences and larger units. (1,4,11)
5. Identify and understand basic relationships of textual structure. (1,5,7)
6. React creatively to materials read. (1,2,5,6,7,12)
7. Utilize different reading rates and styles appropriate to different materials and purposes. (8)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall progress through the following according to individualized abilities.

1.1 Demonstrate reading skills by

- a) Efficiently recognizing familiar word forms by
  - 1) Selectively using context clues to anticipate word form, e.g., familiar expression, mood, linguistic structure.
  - 2) Accurately using individual word-form clues, e.g., phonic analysis, structural analysis, configuration clues.
  - 3) Synthesizing whole word forms from cues in visual perception, i.e., configuration.
  - 4) Developing fluency and flexibility in selective use and combination of word-decoding behaviors.
- b) Extending general and special sight vocabularies.
- c) Efficiently reading and understanding sentences by
  - 1) Extending sentence-reading fluency, accuracy and efficiency.
  - 2) Utilizing function words, word-order changes and punctuation cues to follow meaning in simple and complex sentences.
  - 3) Using textual setting to anticipate general sentence meaning and function.
- d) Efficiently reading and understanding paragraphs.
  - 1) Identifying topic statements and predicting supporting details in paragraphs and short selections.
  - 2) Surveying introductory and summary paragraphs to predict meaning in selections and chapters.
- e) Following a stated sequence of meaning units in different types of reading materials by
  - 1) Carrying out a set of directions.
  - 2) Identifying the steps in a process.
  - 3) Following the chronology of time-or sequence-related events.
  - 4) Recognizing simple cause-effect relationships.
- f) Understanding at varying levels of comprehension by
  - 1) Expressing what the author said (literal level comprehension).
  - 2) Expressing what the author meant by what he said (interpretive level comprehension).
  - 3) Integrating meaning gained with experiential background (applied level comprehension).
- g) Learning to adjust reading approach to specific reading purposes and reading material, e.g., skimming, scanning, and detail reading.
- h) Developing predicting, conforming and self-correcting strategies when reading both narrative and expository materials.

1.2 Demonstrate writing skills by

- a) Practicing skills being taught in language arts classes, e.g., journals, penmanship, language mechanics and note taking.
- b) Sharing written material.

1.3 Demonstrate speaking skills by
  a) Participating in group activities, e.g., discussions, role playing and choral reading.
  b) Sharing original work and ideas with others.

1.4 Demonstrate listening/observing skills by
  a) Participating in group activities.
  b) Listening attentively to others and to media presentations.
  c) Following directions.

2.0 Use of Resources

The student shall

2.1 Learn to use resources as the need arises, e.g., content area assignments and personal interests.

2.2 Reinforce and extend the ability to use the media center.

2.3 Understand typical organizational structure of written materials, e.g., newspapers, magazines, manuals, textbooks, dictionaries and encyclopedias.

3.0 Critical Thinking

The student shall

3.1 Differentiate between fiction and nonfiction content.

3.2 Separate fact from opinion.

3.3 Draw conclusions.

3.4 Ask and answer questions at varying levels of understanding.

3.5 Answer open-ended questions and offer supporting ideas.

3.6 Suspend judgment until factual evidence is examined and verified.

4.0 Creative Expression and Response

4.1 Pictorially represent content with diagrams and sketches.

4.2 Construct objects from written directions or descriptions.

4.3 Participate in a variety of oral activities, e.g., creative drama, role playing and choral reading.

5.0 Attitude Building

The student shall

5.1 Learn to understand and respect others and self.

5.2 Learn to accept constructive criticism.

5.3 Accept responsibility for own actions.

5.4 Recognize that basic reading skill development and practice in reading are necessary for efficient reading.

5.5 Recognize the strengths developed as a reader.

5.6 See himself as a person who can succeed in reading.

5.7 Explore a variety of reading materials.

5.8 See reading as a worthwhile activity.

5.9 Develop an awareness of reading for enjoyment, utility, personal adjustment and self-development.

5.10 Make recreational use of fiction and nonfiction materials appropriate to the individual's level of reading mastery.

5.11 Recognize the value of reading skills for success in content area classes.

5.12 Continue to use print and nonprint materials in a responsible and respectful manner.

MIDDLE LEVEL LANGUAGE ARTS

Developmental Reading

Course Description

This one semester course is open to students reading at an average level or above. The course emphasizes good reading and study habits, higher level thinking skills and improving competency in reading skills. An individualized approach is basic to this course, encouraging the continued development of the reading process as determined by the specific learning needs of the student. Students may repeat the course as needed.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Improve the ability to read for meaning at various levels of comprehension. (1, 4, 5, 9, 13)
2. Utilize different reading rates and styles for varied materials and purposes. (1,4,5)
3. Analyze the writer's structure of ideas, supporting premises, and relationships among ideas. (5,7,9,13)
4. Evaluate written sources. (1,5,9,11,13)
5. Develop a personal reading-study system. (1,2,4,5,7,8)
6. Extend reading interests and appreciation of varied materials. (3,6,9)
7. Develop sustained independent reading habits, improving reading efficiency. (3, 9)
8. Improve the student's concept of self as an efficient reader. (3)
9. Develop increased proficiency in language usage. (1,4,11,13)

Learning Outcomes

1.0 Skill Acquisition and Application

The student shall

1.1 Demonstrate reading skills by
   a) Expanding fluency and flexibility in selective use and combination of word-decoding strategies, e.g., phonics and structural analysis.

- b) Efficiently reading and understanding sentences by
  - 1) Extending sentence-reading accuracy and efficiency, e.g., expanding vocabulary skills and fluency.
  - 2) Using syntactic and semantic cues to follow meaning in simple and complex sentences.
- c) Efficiently reading and understanding text by
  - 1) Recognizing concepts used in written statements.
  - 2) Recognizing and understanding statements of generalization.
  - 3) Inferring unstated topic ideas and details of paragraphs.
  - 4) Identifying topic paragraphs of larger selections.
  - 5) Identifying paragraph function in larger written structure, e.g., introductory, summary, and transitional.
  - 6) Identifying specific purpose relationships stated or implied in the content, e.g., cause-effect, comparison-contrast, and classification.
  - 7) Continue to use predicting, confirming and self-correcting strategies when reading both narrative and expository materials.
- d) Developing proficiency in adjusting reading approach to specific reading purposes and reading material, e.g., skimming, scanning, and study reading.
- e) Integrating meaning gained into experiential background.

1.2 Demonstrate writing skills by
- a) Practicing skills being taught in language arts classes.
- b) Selectively rewriting information, e.g., summaries, outlines, questions and paraphrasing.

1.3 Demonstrate speaking skills by
- a) Participating in group activities, e.g., discussions, role playing and choral reading.
- b) Sharing original work and ideas with others.

1.4 Demonstrate listening/observing skills by
- a) Participating in group activities.
- b) Listening attentively to others and to media presentations.

2.0 Use of Resources

The student shall

2.1 Utilize sources of information by
- a) Using the media center.
- b) Knowing and using reference sources, e.g., dictionaries, encyclopedias, parts of a book and nonprint materials.

2.2 Develop strategies for use of resources by
- a) Determining key words or concepts as cues for locating information.
- b) Learning to apply one reading-study system effectively, e.g., SQ3R, PQ4R, and PARS.
- c) Developing an orderly system for taking and organizing notes from materials.

d) Applying learning and retention strategies.
e) Developing a comprehensive approach to efficiency in reading-related situations, e.g., appropriate choice of materials, actual reading of content, scheduling and establishing appropriate settings for reading and study.

3.0 Critical Thinking

The student shall

3.1 Separate fact from opinion.

3.2 Recognize the presence of propaganda devices and other slanting techniques.

3.3 Suspend judgment until factual evidence is examined and verified.

3.4 Ask and answer questions of different types and at varying levels of understanding; support answers.

3.5 Recognize and follow inductive and deductive thinking.

3.6 Understand denotative and connotative associations.

4.0 Creative Expression and Response

The student shall

4.1 Participate in a variety of creative written/oral/artistic activities.

4.2 Develop creative ideas in reaction to what has been read.

5.0 Attitude Building

The student shall

5.1 Learn to understand and respect self and others.

5.2 Recognize the strengths developed as a reader.

5.3 See reading as a worthwhile activity.

5.4 Extend reading tastes and interests to include contact with a variety of written forms, e.g., nonfiction, fiction, poetry, drama.

5.5 Develop an effective balance in reading for enjoyment and reading for learning.

5.6 Continue to use print and nonprint materials in a responsible and respectful manner.

MIDDLE LEVEL LANGUAGE ARTS

Independent/Accelerated Reading

Course Description

This one semester course is designed for accelerated readers. The course provides the opportunity for systematic silent reading. Students choose reading material for interest, information and pleasure. The course focuses on reading for enrichment. Students may repeat the course as feasible.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Improve or maintain a positive attitude to reading. (3,4,9,10)
2. Maintain sustained independent reading habits. (3, 7)
3. Build interest in and appreciation of a variety of materials covering a wide range of topics. (5,9,13)
4. Continue to develop comprehension skills. (1, 7)

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate reading skills by
  a) Enlarging and enriching vocabulary.
  b) Utilizing higher levels of comprehension skills.
  c) Applying various reading rates to appropriate materials.

1.2 Demonstrate writing, speaking, listening/observing skills by participating in any of the following activities:
  a) Writing reports.
  b) Recording personal interpretations of readings.
  c) Participating in group activities.
  d) Giving oral reports.
  e) Participating in oral reading conferences.
  f) Listening attentively to others and to media presentations, e.g., guest speakers, plays and panel discussions.

2.0 Use of Resources

The student shall utilize school and community libraries.

3.0 Critical Thinking

The student shall

3.1 Observe the beauty and appropriateness of language.

3.2 Gain insight by relating personal experiences and feelings to characters and situations in books.

3.3 Distinguish quality literature from inferior materials.

3.4 Assimilate ideas from informational materials to broaden knowledge base.

4.0 Creative Expression and Response

The student shall

4.1 Express personal and imaginative interpretations.

4.2 Share personal reaction to readings.

5.0 Attitude Building

The student shall

5.1 Continue to enjoy independent reading of varied material.

5.2 Appreciate divergent styles and tastes in reading.

5.3 Continue to use print and nonprint materials in a responsible and respectful manner.

MIDDLE LEVEL LANGUAGE ARTS

USSR/HIP Reading

Course Description

This is a no-credit course required of a-1 students for ten to thirty minutes a day. It is provided as an appendage to an existing class and at the same time of the day, school wide. This course focuses on the positive attitude toward reading for pleasure. Good reading habits, increased vocabulary and passage comprehension, and diversified interests in reading are emphasized. Each student brings his own pleasure reading books, thus individual needs are met.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Improve or maintain a positive reading attitude. (3,4,9,10
2. Maintain and improve vocabulary and comprehension skills. (3,6,9,10,12,13)
3. Develop reading as a leisure time activity. (3,4,9,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate reading by
  a) Enlarging and enriching vocabulary.
  b) Utilizing higher levels of comprehension skills.

2.0 Use of Resources

The student shall

2.1 Utilize school and community libraries.

3.0 Critical Thinking

The student shall

3.1 Observe the beauty and appropriateness of language.

3.2 Gain insight by relating personal experiences and feelings to the characters and situations in books.

4.0 Creative Expression and Response

The student shall

4.1 Express personal and imaginative interpretations.

4.2 Share personal reaction to readings.

5.0 Attitude Building

The student shall

5.1 Continue to enjoy independent reading of varied materials.

5.2 Appreciate divergent styles and tastes in readings.

MIDDLE LEVEL LANGUAGE ARTS

Basic Radio Broadcasting

Course Description

This one-semester elective course for eighth or ninth grade students is designed to continue refining verbal and non-verbal communication skills as well as giving a background for and providing practical training in the field of commercial radio broadcasting. Emphasis includes history of radio, the importance of radio as a means of communication, the philosophy of radio programming, use and influence of commercials and operation of control-board equipment.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Discover speech and writing principles acceptable under current broadcast standards and production methodologies. (1,4,5,7,9,12)
2. Explore the possibilities of library resources, mass media techniques and human resourcesin relationship to commerical radio as well as demonstrate the ability to use technical equipment connected with the broadcast industry. (4,5,7)
3. Interpret audience and self needs, capacities, and sensitivities and understand their relationship. (2,4,5,6,7,8,10)
4. Demonstrate the ability to create and present entertaining, informative programming spontaneously or after careful preparation. (3,4,7,8,9,11,12)
5. Learn and experiment with media in a democratic society in order to gain a responsible understanding of its importance, power and impact. (2,3,5,6,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate and apply writing skills by
- a) Writing creative, clear scripts.
- b) Learning to copy correctly and/or decipher information.
- c) Learning the unique vocabulary for radio.
- d) Applying and practicing the on-going process of investigation, demonstration, persuasion, argumentation and organization.

1.2 Demonstrate and apply reading skills by
- a) Understanding meanings and varieties of words read.
- b) Distinguishing among fact, fiction and opinion.
- c) Distinguishing variety in content.
- d) Distinguishing variety in beginnings, middles, ends.
- e) Determining author's purpose and theme.
- f) Determining author's credibility.
- g) Understanding unique vocabulary.

1.3 Demonstrate and apply speaking skills by
- a) Developing poise and confidence.
- b) Perceiving meanings of words.
- c) Practicing breath control.
- d) Developing variety of dialects, tones and moods.
- e) Applying mass media techniques.
- f) Distinguishing between fact and opinion to an audience.
- g) Relating expression to intent and to physical limitations of audience or surroundings.
- h) Developing ability to ask questions.
- i) Developing ability to interview.
- j) Using correct pronunciation.
- k) Speaking clearly.
- l) Practicing speaking in individual and group situations.
- m) Making quality recordings.
- n) Using microphones correctly.

1.4 Demonstrate and apply listening/observing skills by
- a) Practicing active listening.
- b) Observing non-verbal messages.
- c) Hearing and following directions.
- d) Observing mass media messages.

2.0 Use of Resources

The student shall

2.1 Explore a variety of radio stations.

2.2 Demonstrate ability to use library skills effectively.

323

2.3 Demonstrate the ability to use innate knowledge.

2.4 Explore career opportunities.

2.5 Select resources appropriate to interest, occasion and audience.

2.6 Explore a variety of mass media techniques applied to the field of radio.

2.7 Demonstrate ability to operate radio equipment.

3.0 Critical Thinking

The student shall

3.1 Apply F.C.C. regulations to radio productions.

3.2 Use memory to complete tasks in a series.

3.3 Develop coordination skills in agility with the control board equipment.

3.4 Understand the importance of eliminating silence in production of sound.

3.5 Perceive the relationship of government to the media in a democratic society.

3.6 Demonstrate the ability to differentiate fact from fiction or opinion.

3.7 Identify self and audience needs, wants and desires.

3.8 Evaluate and appreciate the wealth of knowledge in our literary, philosophical and cultural heritage.

3.9 Continue refining organization of thoughts.

3.10 Recognize specific function of vocabulary to clarify meaning.

3.11 Constructively criticize in a positive manner the work of others and self.

3.12 Evaluate the influence of radio on our world in the past, present and future.

3.13 Recognize irritating radio habits.

3.14 Be aware of and avoid the use of cliches.

3.15 Recognize the audience as part of the performance situation.

4.0 Creative Expression and Response

The student shall

4.1 Develop interesting and exciting methods of oral presentations.

4.2 Evidence enthusiasm for the ability to create effective styles of presentations.

4.3 Continue refining the ability to listen to and appreciate the creative expressions of others and

4.4 Employ creative use of the speech mechanism.

4.5 Provide an introduction and transitions that gain attention, give background and set moods.

4.6 Discover the whole concept of time in programming.

4.7 Employ facial and bodily expression consistent with presentations.

4.8 Employ the ability to ad lib.

4.9 Discover the importance of continuity in programming.

5.0 Attitude Building

The student shall

5.1 Appreciate the worth of others and self.

5.2 Demonstrate an enthusiasm for the power of the spoken word.

5.3 Enjoy creative and/or accurate programming as a discriminating audience and as a skilled participant.

5.4 Demonstrate a sense of reponsibility for wording of scripts.

5.5 Demonstrate a sense of respect for rights of sponsors.

5.6 Demonstrate a knowledge that the entire operation depends upon the reliability of its members.

5.7 Discover that the confident performer is the prepared performer.

MIDDLE LEVEL LANGUAGE ARTS

Communication Arts

Course Description

This one-semester elective course for eighth and ninth graders is designed to accommodate a student's individual verbal and non-verbal communication needs. It is a continuation and refinement of skills begun in Basic Communication, with additional emphasis on various forms of individual communication skills and/or beginning debate, use of mass media and performance techniques.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Acquire, apply, practice and refine the basic language skills necessary to give verbal and non-verbal presentations in a positive, effective manner using a variety of media and discussion forms. (1,2,8,12)
2. Comprehend and demonstrate the capacity to use library resources, mass media techniques and human resourcesin preparing and presenting effective literary, philosophical and cultural communication activities as well as in exploring possible career opportunities. (4, 6, 7, 9, 12)
3. Demonstrate the ability to perceive messages, to use logic and evidence, to comprehend roles of groups, to analyze mass media methods, to evaluate self and others in verbal and non-verbal communication techniques, to recognize the relationship of actions and consequences and to analyze a variety of cultural concepts. (2,4,5,8,9,11,12,13)
4. Develop interesting, innovative methods to project an individual's or a group's intent and express thoughts, feelings or problem-solving methods in an enthusiastic way. (3,5,7,9,11,12)
5. Develop an appreciation for and a recognition of the power of verbal and non-verbal communication as it affects the individual and society. (3,6,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate and apply writing skills by
  a) Writing correct outlines.
  b) Using correct bibliography forms.
  c) Copying and/or deciphering information correctly.

1.2 Demonstrate and apply reading skills by
  a) Understanding meanings of words.
  b) Distinguishing among fact, fiction and opinion.
  c) Distinguishing variety in beginnings, middles and ends.
  d) Determining author's purpose and theme.
  e) Distinguishing styles of authors.
  f) Understanding unique vocabulary.

1.3 Demonstrate and apply speaking skills by
  a) Developing poise and confidence.
  b) Recognizing variety of vocal expression.
  c) Using a variety of audiovisual aids.
  d) Using mass media techniques.
  e) Distinguishing between fact and opinion.
  f) Relating vocal and physical expression to purpose and to physical limitations of surroundings.
  g) Asking questions.
  h) Using vocal variety in oral communication messages.
  i) Using correct pronunciation.
  j) Speaking clearly.
  k) Practicing in individual and group situations.

1.4 Demonstrate and apply listening/observing skills by
  a) Practicing active listening.
  b) Observing non-verbal messages.
  c) Hearing and following directions.
  d) Observing mass media messages.

2.0 Use of Resources

The student shall

2.1 Demonstrate the ability to use library skills effectively.

2.2 Demonstrate and apply the ability to use various mass media sources in preparing critically accurate presentations.

2.3 Explore examples of many forms of literature.

2.4 Acquire a working knowledge of effective interviewing.

2.5 Demonstrate the ability to use innate knowledge.

2.6 Explore career opportunities.

2.7 Explore literary reference materials for author backgrounds.

2.8 Select resources appropriate to interest, occasion and audience.

3.0 Critical Thinking

The student shall

3.1 Demonstrate the ability to differentiate fact from fiction or opinion.

3.2 Identify self and audience needs, wants and desires.

3.3 Evaluate and appreciate the wealth of knowledge in our literary, philosophical and cultural heritage.

3.4 Continue refining organization of thoughts.

3.5 Recognize the specific function of vocabulary to clarify meaning.

3.6 Continue constructively criticizing, in positive form, the works of others and self.

3.7 Determine vocal projection appropriate to room and audience.

3.8 Recognize the audience as a part of the performance situation.

3.9 Evaluate mass media methods.

3.10 Perceive audience feedback during presentations.

4.0 Creative Expression and Response

The student shall

4.1 Develop interesting and exciting methods of oral/visual presentation.

4.2 Evidence enthusiasm for the ability to create effective styles of presentation.

4.3 Continue refining the ability to listen to and appreciate the creative expressions of others and self.

4.4 Employ creative use of the speech mechanism.

4.5 Provide an introduction and transitions that gain attention, give background and set mood.

4.6 Develop a sense of timing.

4.7 Employ facial and bodily expression consistent with presentation.

4.8 Discover that the performer-audience relationship is an ever-changing one.

5.0 Attitude Building

The student shall

5.1 Appreciate and evaluate worth of others and self.

5.2 Demonstrate an understanding and enthusiasm for the power of action and/or the spoken word.

5.3 Enjoy creative communication (e.g., literature, film, drama, speaker) as a discriminating audience and as a skilled participant.

MIDDLE LEVEL LANGUAGE ARTS

Dramatic Arts 1

Course Description

This one-semester course for eighth or ninth grade students is designed to begin equipping young people with the acting skills necessary to success in stage productions. This course provides real-life situations for developing poise and confidence, interacting with others and appreciating the contribution of others.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Begin to acquire the skills necessary for accomplished stage acting. (2, 3, 8)
2. Realize that success comes through group effort rather than through individual achievement. (10, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate and apply reading skills by
  a) Developing memorization ability.
  b) Describing character.
  c) Summarizing plays.

1.2 Demonstrate and apply speaking skills by
  a) Developing adequate vocal projection.
  b) Clearing up diction.
  c) Practicing concentration.
  d) Developing breath control.
  e) Employing voice and body to project character.
  f) Developing poise and confidence.

1.3 Demonstrate and apply listening/observing skills by
    a) Hearing and following directions.
    b) Perceiving the relationship between vocal and bodily expression and characterization.

2.0 Use of Resources

The student shall explore textbook readings and plays to seek guidance in characterization.

3.0 Critical Thinking

The student shall gain practice in the following general areas necessary to the actor/actress:

3.1 Sense memory
3.2 Character development
3.3 Interaction skills
3.4 Ability to take direction
3.5 Basic stage movement and principles of blocking in plays and Reader's Theatre
3.6 Understanding of stage and backstage etiquette
3.7 The importance of being believable on stage

4.0 Creative Expression

The student shall present himself in a simple classroom production, either Reader's Theatre, a play, or both.

5.0 Attitude Building

The student shall

5.1 Develop an appreciation for expression of character through dramatic literature.

5.2 Respect the contributions and efforts of others.

337

MIDDLE LEVEL LANGUAGE ARTS

Dramatic Arts 2

Course Description

This one-semester course follows Dramatic Arts 1. Students continue to develop acting skills while preparing for and performing in a play. Students participate creatively in both acting and production details. Preparation and performance of play scenes are also a part of the course.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Continue to acquire the skills necessary for accomplished stage acting. (2, 3, 6, 8)
2. Contribute original ideas to the production concept. (6, 10)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate and apply writing skills by
  a) Planning the rehearsal schedule.
  b) Helping write or collect the material, if it is an original work.

1.2 Demonstrate and apply reading skills by selecting plays and/or literary works for production.

1.3 Demonstrate and apply speaking skills by
  a) Continuing to work alone and in groups on the technical and general aspects necessary to improve the actor's craft, e.g., projection, character analysis, bodily expression, character development.
  b) Integrating skills to present a high quality performance.

1.4 Demonstrate and apply listening/observing skills by
  a) Casting play or plays.
  b) Hearing and following directions.

2.0 Use of Resources

The student shall explore dramatic literature in a search for possible scripts for scene study.

3.0 Critical Thinking

The student shall

3.1 Analyze the material.

3.2 Read the play from which the scene is taken.

3.3 Interpret the material, drawing clues to character development.

3.4 Understand the scene before attempting to block or memorize it.

3.5 Identify builds, transactions and climax(es) in the material and work to interpret those for the audience.

3.6 Continue to work privately and in small groups on the technical and general aspects of the craft.

4.0 Creative Expression and Response

The student shall

4.1 Integrate all skills to present a high quality performance.

4.2 Practice stage and backstage etiquette.

5.0 Attitude Building

The student shall

5.1 Attend performances of live theatre whenever possible, as well as watch challenging movies and television dramas.

5.2 Meet deadlines.

5.3 Interact positively with others in a working group.

5.4 Develop aesthetic criteria for judging dramatic presentations.

MIDDLE LEVEL LANGUAGE ARTS

Exploratory Acting

Course Description

In this nine-week course, seventh grade students gain background in the basics of acting. Simple theatrical vocabulary is introduced. Units on pantomime, improvisation and putting together short plays are included. Students also discuss current stage plays and television drama.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Apply basic skills to a specialized purpose in the form of performance. (1,2,4,5,8,12)
2. Explore materials to adapt to a specific purpose. (7,8)
3. Define the basics of acting. (5,6,9,11,13)
4. Coordinate the basics of acting for performance. (4,6,8,12,13)
5. Appreciate acting as an art form. (3,6,9,10,13)

Learning Outcomes

The student shall

1.1 Demonstrate and apply writing skills by developing a group-created idea into a written script with beginning, middle and end.

1.2 Demonstrate and apply reading skills by
  a) Learning theatre vocabulary.
  b) Recognizing the importance of dialogue.
  c) Reading scenes or entire plays created by peers.
  d) Memorizing lines for a play production.

1.3 Demonstrate and apply speaking skills by
  a) Practicing interaction skills to communicate in a group effort.
  b) Using mood/emotions in pantomime through facial expressions.
  c) Using dialogue to create a character.
  d) Rehearsing scenes for presentation.

1.4 Demonstrate and apply listening/observing skills by
  a) Following oral instructions.
  b) Becoming aware of the effect of body language.
  c) Recognizing the importance of beginning, middle and end.
  d) Comprehending the vocabulary unique to theatre.
  e) Discovering the use of imaginary objects for an effect.
  f) Understanding the basic procedures in blocking a play.

2.0 Use of Resources

The student shall examine media, e.g., plays, television drama, films, newspapers, magazines.

3.0 Critical Thinking

The student shall

3.1 Decide upon a story idea for development.

3.2 Help cast the play to be produced.

3.3 Select simple blocking for the production.

3.4 Combine the technical aspects of mime with a clear story idea.

3.5 Plan the who, where and what aspects of improvisation.

4.0 Creative Expression and Response

The student shall

4.1 Present a believable character using pantomime techniques.

4.2 Create a clear story idea which has beginning, middle and end, using mime techniques.

4.3 Evolve an ending to an improvisation, using dialogue and characterization.

4.4 Perform in a group-created play, using basic acting techniques.

5.0 Attitude Building

The student shall

5.1 Appreciate acting as a creative form of expression.

5.2 Acquire an enthusiasm for performance.

5.3 Respect the ideas of others.

5.4 Accept the responsibility of meeting a deadline.

5.5 Appreciate the value of group cooperation.

MIDDLE LEVEL LANGUAGE ARTS

Introduction to Stagecraft

Course Description

This one-semester course acquaints the student with the areas behind the scenes necessary for putting on a play. Set design and construction, makeup techniques, costuming and stage lighting are included.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Acquire and apply a practical knowledge of behind scenes play production. (1,4,5,9,11,12)
2. Investigate the necessary tools and skills of production techniques. (1,4,7,12)
3. Participate in designing and creating usable production materials. (4,5,6,8,9,12,13)
4. Experiment with all aspects of backstage play production. (3,6,7,8,9,12)
5. Demonstrate an awareness of group cooperation and responsibility to accomplish a goal. (2,3,6,8,10,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate and apply writing skills by
  a) Designing graphically, or in model form, a representation of a set.
  b) Preparing written instruction in the prompt book for production techniques, e.g., lighting, sound, set shifting, props shifting.
  c) Summarizing the plot of a play.

1.2 Demonstrate and apply reading skills by
  a) Gaining knowledge of production aspects, e.g., costuming, properties, types of theatres, varieties of set design.
  b) Following written instructions.
  c) Reading a play independently.

1.3 Demonstrate and apply speaking skills by
  a) Naming the parts of a flat.
  b) Describing methods of constructing a flat.
  c) Identifying principles of straight and character makeup.
  d) Giving clear directions.
  e) Using interaction skills to facilitate group work.

1.4 Demonstrate and apply listening/observing skills by
  a) Following oral instructions.
  b) Constructing a flat or set piece.
  c) Comprehending the uses of basic lighting instruments.
  d) Recognizing the effect of light on a stage.
  e) Perceiving the creative and communicative properties of color.
  f) Discovering the effects of makeup techniques.
  g) Recognizing the power of the use of sound in a production.

2.0 Use of Resources

The student shall

2.1 Explore the use of tools necessary for backstage production.

2.2 Gather information concerning production techniques from various lectures, audiovisual materials, printed sources and theatre technicians.

2.3 Investigate actual backstage production in the community.

3.0 Critical Thinking

The student shall

3.1 Select lighting appropriate for particular scenes.

3.2 Evaluate set design for specific effect.

3.3 Choose set construction techniques to accomplish a specified effect or purpose.

3.4 Organize a plan of a series of light cues.

4.0 Creative Expression and Response

The student shall

4.1 Construct and paint a flat or set piece according to specification.

4.2 Apply makeup to create effective characterization, i. e., straight, character and old-age.

4.3 Demonstrate ability to work with school's lighting panel and follow spot.

4.4 Employ techniques to pursue further a specific production area, e.g., design costumes, work on properties for a production.

4.5 Design the lighting for a scene or entire play.

4.6 Create graphically or in model form a representation of a set.

5.0 Attitude Building

The student shall

5.1 Demonstrate responsibility in caring for makeup components.

5.2 Demonstrate capability to work independently.

5.3 Develop the ability to meet deadlines.

5.4 Appreciate the value of all backstage production techniques and their effects on a total production.

5.5 Respect and care for all tools and equipment.

5.6 Respect the power of teamwork and cooperation.

5.7 Enjoy the creation of visual/aural effects.

MIDDLE LEVEL LANGUAGE ARTS

Media Maze

Course Description

This one-semester elective course is designed to assist eighth and ninth grade students interested in visual and media literacy in studying nonprint and print media. Emphasis is on recognizing and analyzing the effects media have on our lives. Areas studied include propaganda, advertising, newspaper, television, movies and photography.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Recognize the different types of media. (8, 9, 12)
2. Improve communication skills through written and non-written means. (1, 8)
3. Promote creativity in students through their interaction with the process of communication through media. (6, 12)
4. Utilize critical awareness in the evaluation of various media. (5, 8)

Learning Outcomes

1.0 Skills Acquisition and Response

The student shall

1.1 Improve writing skills by
  a) Writing newspaper articles, headlines and other related journalism.
  b) Doing a newspaper layout.
  c) Writing commercial and/or movie scripts.
  d) Using proofreading skills.
  e) Producing various media projects combining some form of writing with any other types of media.

1.2 Demonstrate reading skills by
  a) Recognizing advertising propaganda in magazines and newspapers.
  b) Analyzing different parts of a newspaper including specific styles of various articles.
  c) Exploring all facets of media through the use of textbooks and supplementary reading materials.

1.3 Demonstrate speaking skills by
  a) Participating in group discussions.
  b) Presenting oral group projects such as television commercials, movies and other sound projects.

1.4 Demonstrate listening/observing skills by
  a) Listening to oral presentations.
  b) Watching and critiquing movies, slides and/or television shows.

2.0 Use of Resources

The student shall

2.1 Use IMC and outside resource materials and people in various projects.

2.2 Demonstrate the ability to use audio-visual aids.

2.3 Explore media projects and textbook readings as guidance in original projects.

3.0 Critical Thinking

The student shall

3.1 Analyze media for fact and opinion, propaganda and accomplishment of purpose.

3.2 Proofread written work.

3.3 Critique class media projects.

3.4 Evaluate mass media methods.

4.0 Creative Expression and Response

The student shall

4.1 Write original articles and other fillers for class newspaper.

4.2 Participate in various media performances.

4.3 Develop original audio-visual projects.

5.0 Attitude Building

The student shall

5.1 Meet deadlines.

5.2 Interact positively with other class members.

5.3 Respect and care for all audio-visual equipment.

5.4 Experience satisfaction in contributing to school publications.

5.5 Appreciate oral, written and visual expressions from others.

Boulder Valley School District Re2J
Boulder, Colorado

LANGUAGE ARTS

SENIOR HIGH LEVEL

Leadership Personnel

Ms. Carole Matthews
Content Area Resource Teacher
Senior High Level

December, 1980

SENIOR HIGH LANGUAGE ARTS

TABLE OF CONTENTS

Steering Committee 305
Coordinating Committee 306
Representative Council 307
Scope/Criteria Committee 307
Development and Writing Personnel 308
Rationale 309
Goals of Education in the Boulder Valley Public Schools 312
Program Goals for Language Arts 313
Recommended Graduation Requirement 314
Suggested Course Divisions 315
Writing - Scope/Criteria 317
Communication - Scope/Criteria 319
Reading/Literature - Scope/Criteria 323

Course Outlines:

English as a Second Language: Study Skills Development LA0 326
English as a Second Language 1 LA1 329
English as a Second Language 2 LA2 332
English as a Second Language: Language Development LA3 335
English CORE L00 336
Freshman Language Arts 1 L01 337
Freshman Language Arts 2 L02 340
Freshman Language Arts 1 Accelerated L03 343
Freshman Language Arts 2 Accelerated L04 346
Language Development 1 L05 349
Language Development 2 L06 352

Language Arts 1 L07 355
Language Arts 2 L08 358
Language Arts 1 Accelerated L09 361
Language Arts 2 Accelerated L10 364
Basic English L11 366
Practical English L12 369
Intermediate Composition L13 371
Composition for the College Bound L14 373
Research Techniques L16 376
Grammar L17 378
Word Origins L18 381
Creative Writing L19 384
Beginning Journalism: Reporting, Semester L21 387
Beginning Journalism: Reporting, Year L22 391
Intermediate Journalism: Advanced Reporting and Editing, Semester L23 395
Intermediate Journalism: Advanced Reporting and Editing, Year L24 399
Advanced Journalism: Publishing, Semester L25 403
Advanced Journalism: Publishing, Year L26 406
Yearbook L28 409
Basic Communication L30 412
Communication in Society L31 415
Readers Theatre L32 419
Discussion and Debate L33 422
Public Speaking (Forensics) L34 425
Introduction to Theatre (Theatre 1) L35 428
Acting (Theatre 2) L36 431
Play Production (Theatre 3) L37 434
Stagecraft L38 437

Semantics L40 440
Mass Media L42 443
Film Study L45 446
Filmmaking L46 449
Radio Broadcasting L47 452
Media Production L48 455
Reading Lab L50 458
Developmental Reading L51 460
Accelerated Reading L52 463
Great Literature L55 466
Individualized Literature 468
Novel L57 470
Short Story L58 473
Poetry L59 476
Selected Topics in Literature L60 479
Popular Literature L61 482
Sports Literature L62 485
Mystery/Detective Literature L63 487
Science Fiction L64 490
Frontier Literature L67 492
American Folklore L68 495
Minority Literature L69 498
American Literature 1 L70 501
American Literature 2 L71 504
British Literature 1 L73 507
British Literature 2 L74 510
Shakespeare 1 L75 513
Shakespeare 2 L76 516

World Literature 1 L78 519

World Literature 2 L79 522

Mythology L80 525

Greek Mythological Drama L81 528

The Old Testament as History and Literature L82 531

Biblical Literature L83 533

Philosophical Thought in Literature L85 535

Satire L86 537

Contemporary Drama L87 540

Advanced Placement English L88 543

Humanities L89 546

American Studies, Basic C80

  American Studies, Basic 1 (1st Semester) 549

  American Studies, Basic 2 (2nd Semester) 552

American Studies C81

  American Studies 1 (1st Semester) 555

  American Studies 2 (2nd Semester) 558

American Studies, Honors C82

  American Studies, Honors 1 (1st Semester) 561

  American Studies, Honors 2 (2nd Semester) 564

LANGUAGE ARTS CURRICULUM DEVELOPMENT
STEERING COMMITTEE

Al Buckner	Curriculum Development Specialist
Judy Childers	Heatherwood Elementary School
Sharon Cochran	Broomfield High School
Kathi Fethke	Lafayette Middle School
Dorothy Hale	Flatirons Elementary School
Colette Heideman	Broomfield Junior High School
Rita Kotter	Fairview High School
Carole Matthews	Senior High Content Area Resource Teacher
Noel Pazour	Elementary Content Area Resource Teacher
Phyllis Perry	Curriculum Design Specialist
Randall Rothberg	Boulder High School
Margaret Sacksteder	Middle Level Content Area Resource Teacher
Woody Spriggs	Principal, Columbine Elementary School
Sid Weathermon	Reading Specialist

LANGUAGE ARTS CURRICULUM DEVELOPMENT

COORDINATING COMMITTEE

Jane Daniels	Principal on Special Assignment for Writing Improvement
Carole Matthews	Senior High Content Area Resource Teacher
Noel Pazour	Elementary Content Area Resource Teacher
Phyllis Perry	Curriculum/Instruction Specialist
Margaret Sacksteder	Middle Level Content Area Resource Teacher
Sid Weathermon	Reading Specialist
Celeste Woodley	Curriculum/Instruction Specialist

SENIOR HIGH LANGUAGE ARTS

REPRESENTATIVE COUNCIL

Sharon Babb	Broomfield High School
Bill Burns	Boulder High School
Carol Koch	Fairview High School
Rita Kotter	Fairview High School
Bobbie Lewis	Reading Specialist
Ron McCoy	Media Specialist
Dorothy Powhida	Nederland High School
Virginia Ross	Centaurus High School
Tom Smith	Fairview High School
Frank Smucker	Boulder High School
Bette Sproul	Centaurus High School
William Van Howe	Principal, Fairview High School
Carole Matthews	Content Area Resource Teacher

SCOPE/CRITERIA COMMITTEE

Sharon Babb	Broomfield High School
Sara Burgess	Boulder High School
Rita Kotter	Fairview High School
Elizabeth Loney	Broomfield High School
Virginia Ross	Centaurus High School
Randall Rothberg	Boulder High School
Bette Sproul	Centaurus High School
Larry Dorsey	Reading Specialist
Carole Matthews	Content Area Resource Teacher

DEVELOPMENT AND WRITING PERSONNEL

SENIOR HIGH LANGUAGE ARTS

Sharon Babb	Broomfield High	Bobbie Lewis	Education Center
Bruce Berndt	Broomfield High	Pam Lillard	Fairview High
Cynthia Blankenship	Fairview High	Elizabeth Loney	Broomfield High
Jeanette Brown	Broomfield High	Carole Matthews	Boulder High
Sara Burgess	Boulder High	Ron McCoy	Boulder High
Bill Burns	Boulder High	Betty Meyring	Boulder High
Barbara Carlson	Fairview High	Polly Palmer	Fairview High
Jane Carlson	Boulder High	Barbara Pomranka	Boulder High
Donna Copeland	Boulder High	Dorothy Powhida	Nederland High
Robert Craig	Fairview High	Virginia Ross	Centaurus High
Gail Dohrmann	Fairview High	Wally Schneider	Boulder High
Cheryl Dorsey	Fairview High	Joshua Shafran	Centaurus High
Larry Dorsey	Boulder High	Melinda Smith	Fairview High
Kathy Eichler	Nederland High	Tom Smith	Fairview High
Sigrid Farwell	Fairview High	Frank Smucker	Boulder High
Judy Gardner	Fairview High	Bette Sproul	Centaurus High
Jacqui Goeldner	Boulder High	Cheryl Tonso	Centaurus High
Gwen Goldwasser	Broomfield High	Lloyd Vordenberg	Boulder High
Paola Harris	Broomfield High	Ivy Weidum	Broomfield High
Jerry Anne Harrold	Fairview High	Jeanne Hanson	Boulder High
Susan Hellie Jacobs	Boulder High		
Claude M. Higgins, Jr.	Fairview High		
Richard Holm	Boulder High		
Karen Kahn	Centaurus High		
Carol Koch	Fairview High		
Rita Kotter	Fairview High		
Patricia Lee	Fairview High		

RATIONALE

Senior High Language Arts

Acquisition of the basic language skills in writing, speaking, listening, observing, and reading has long been regarded as critical to the success of the individual in society. Recognizing this, the Boulder Valley School District assists students in gaining these fundamental tools of learning by requiring a minimum of thirty credits in selected Language Arts courses on the secondary level. The emphasis of the course offerings is in the integration, reinforcement, and refinement of the five basic language skills, resulting in the broadening and deepening of students' language and literary backgrounds. Through a practical, goal-oriented approach, this Curriculum Guide indicates the minimum expectations of each course.

Today's high school students bring to the classroom a variety of skills and experiences, and all will face rigorous competition in employment education. Preparing students for the challenges of life beyond high school is of primary concern. Coping effectively with the ever-increasing pressures of life requires competency in communication skills. Students must speak, write, and think clearly and understand the need for information and where and how to obtain it. They need to be able to express their reactions to the world around them.

We, the Language Arts teachers of this District, believe that in today's world:

1) Competence in writing is essential; because writing - the most effective form of capturing oral thought, preserving concepts, and transmitting culture - is important for defining a visible record of values and achieving success.

2) Oral language skills are basic, since historically language is an oral tradition. Because a large portion of communication is non-written and because the rapidly changing technology has such impact, it is important for students to send and receive clear messages, analyze and evaluate the effects of media, and take reponsibility for problem-solving through direct communication.

3) Students who leave the Boulder Valley Public Schools should possess both the skill and the desire to read.

Thus, the Language Arts curriculum has been divided into three major areas of emphasis: writing, communication (speaking, listening, observing), and literature/reading. Each Language Arts course offered by the District is classified under one of these areas (pp 315,316). Following this rationale is a statement of the entire range of Language Arts criteria to be covered in each course offered in these major areas.

Learning outcomes stated in the Scope/Criteria (pp 317-25) reflect a commitment to teaching life and enrichment skills. Those skills designated by a single asterisk (*) are life skills necessary for survival or practical use. The double asterisk (**) indicates enrichment skills.

The Guide has a dual purpose: to attain uniformity of proficiency skills in the three divisions (writing, communication, and literature) at grade levels and course levels across the District, and to offer variety and flexibility in meeting the special interests and abilities in each school community.

To this end, this Curriculum Guide states expectations of what is taught in each course offered at the senior high level in order that students, parents, instructional staff and administrators can more easily identify and select appropriate courses. Language Arts teachers across the District formulated the K-12 Language Arts Goals which were approved by the Board of Education on November 29, 1979. With these goals as a foundation, teachers examined and evaluated what was being taught. To build a strong, unified program, they found it necessary to eliminate some courses and combine others. The results follow the District format of course description, course objectives, and learning outcomes.

Learning outcomes are divided into five fundamental skill areas:

1) Skills Acquisition and Application delineates specific skills (writing, reading, speaking, listening, and observing) that have been introduced in the elementary and middle schools and require reinforcement and/or mastery at the senior high level.

2) Use of Resources addresses the use of multiple resources, including books, media information, energy, money, materials, time, machines, and facilities.

3) Critical Thinking concerns those skills directly related to understanding, analysis, interpretation, and evaluation.

4) Creative Expression and Response involves processes and products, both written and oral.

5) Attitude Building reflects values imparted such as responsibility, enjoyment, and enthusiasm.

This Curriculum Guide merely serves as the foundation for instruction in our Boulder Valley senior high classrooms; it cannot stand alone. The well-prepared, caring teacher is still the instructional force and intermediary that makes the difference in the learning and receptiveness of our high school students. It remains for administrators, individual teachers, and district resource personnel to facilitate and implement the Language Arts curriculum. Teaching strategies and techniques that meet the objectives of the curriculum will continue to be developed by each teacher to meet the needs of the classroom students.

As Language Arts teachers, we are aware of the revolutionary changes that are rapidly affecting communication in today's world. We fully expect computer technology to invade education and to make radical changes in all content areas. Surely, these changes will influence the area of Language Arts, since the very foundation of learning is contained in the Language Arts process and content. Therefore, we recognize the trends toward computer-assisted instruction as bringing both gradual and immediate change within the decade of the 80's.

Accordingly, it is necessary that the curriculum be evaluated and revised as needed. Neither this Guide nor the forthcoming evaluation procedures are intended to be permanent. Constant revision must take place in a world experiencing rapid change in short periods of time. A schedule of periodic review must be established and followwed.

As stated in the Boulder Valley Language Arts Goals (pp 313), the Language Arts Curriculum is expected to provide the means for training students to communicate more effectively and to understand the significance of effective use of language in the world, in a democratic society, and in interpersonal relationships. The Language Arts Curriculum Guide, then, has been written with the intent that these courses be presented in a manner that helps the individual student become a contributory compatriot, citizen, consumer, and caretaker of society.

BOULDER VALLEY SCHOOL DISTRICT NUMBER RE2
Boulder, Colorado

GOALS OF EDUCATION IN THE BOULDER VALLEY PUBLIC SCHOOLS

The goals of education in the Boulder Valley Public Schools are to help each student:

1. Acquire the fundamental tools of learning--reading, writing, mathematics, speaking, listening and observing.

2. Develop a positive attitude toward learning and the desire and ability to continue learning throughout one's life.

3. Achieve excellence in the development of unique talents and abilities to the extent of individual capacity.

4. Experience appropriate learning environments which will encourage curiosity, excite a sense of exploration and provide the means and time to explore.

5. Develop, in cooperation with the home and community, a personal value system including a sense of integrity and morality leading to a mature personality.

6. Acquire the basic knowledge necessary for good health and safety and develop understandings, attitudes and skills for a satisfying and healthful utilization of leisure time throughout life.

7. Recognize and understand the strengths and weaknesses of one's own and other cultures and the significance of the family in society.

8. Develop the skills, knowledge and attitudes to function effectively and productively in the world of work.

9. Understand the meaning and significance of the economic, political and social systems in our society.

10. Develop a respect for self and others.

11. Develop a knowledge and understanding of world resources and a recognition of responsibility to care for the environment.

August, 1972

Reaffirmed by the
Board of Education
October 25, 1979

Boulder Valley Schools

LANGUAGE ARTS
K-12 PROGRAM LEVEL GOALS

THE PROGRAM LEVEL GOALS FOR LANGUAGE ARTS ARE BASED ON THE DEFINITION OF LANGUAGE ARTS AS COMMUNICATION THROUGH WRITING, READING, SPEAKING, LISTENING, AND OBSERVING.

	The goals of language arts education in the Boulder Valley School District are to help each student:	The Language Arts Goals relate to the following District Goals:
1.	Acquire and demonstrate with proficiency the basic language arts skills in reading, writing, and speaking the English language.*	1, 3, 8, 9
2.	Develop and practice basic language arts skills in listening and observing.	1, 3, 8, 9
3.	Enjoy, appreciate and develop enthusiasm for the language arts.	2, 3, 4, 6, 8, 10
4.	Apply appropriate language skills needed to succeed in educational, vocational, social, and personal interests.	1-11
5.	Analyze, interpret, and evaluate purposes of communication through critical reading, observing, and listening as fundamentals for making decisions.	1, 3, 4, 5, 6, 7, 8, 9, 10
6.	Appreciate creative communication through the roles of discriminating audience and active participant. Creative communication encompasses literature, film, and drama.	1, 2, 3, 4, 6, 8, 10
7.	Develop proficiency in gathering, organizing, and presenting information.	1, 8
8.	Adapt listening, speaking, reading, writing, and observing methods to different purposes, audiences, and communication forms.	1, 3, 4, 8, 9
9.	Recognize that ideas are expressed in many ways.	1, 3, 5, 6, 7, 8, 9, 10, 11
10.	Recognize the significance of communication in the world, in a democratic society, and in interpersonal relationships.	1, 4, 5, 6, 7, 8, 9, 10
11.	Perceive and analyze the changing nature of language.	1, 2, 4, 5, 6, 7
12.	Use all forms of communication in the learning process.	1-11
13.	Understand that language is one means of giving meaning, continuity, and shape to experience in the world.	1-10

*Basic language arts skills include grammar, mechanics, legibility, spelling, word origins, structure, and style.

Approved by the
Board of Education
November 29, 1979

SENIOR HIGH LANGUAGE ARTS

RECOMMENDED GRADUATION REQUIREMENT

Within the District requirement of thirty credits of Language Arts (grades 10-12) required for graduation, the Senior High Representative Council recommends that each student take ten credits of expository writing, five credits of communication, and five credits of literature. The Senior High Representative Council believes that this recommendation will assure Boulder Valley students a broad-based, skill-specific, basic language arts experience.

Courses have been placed into categories of writing, communication and literature. Scope/criteria have been developed to determine the essential skills in an exemplary Language Arts curriculum and in each division--writing, communication, and literature. These scope-criteria are used to determine those courses which meet this basic 10:5:5 recommendation. As with the courses, the scope/criteria are arranged under the five learning outcomes headings: Skill Acquisition and Application, Use of Resources, Critical Thinking, Creative Expression and Response and Attitude Building.

The list which follows indicates those courses that meet the suggested divisional 10:5:5 requirements.

SENIOR HIGH LANGUAGE ARTS

Suggested Divisional Graduation Requirements

WRITING DIVISION

English as a Second Language: Study Skills Development
English as a Second Language 1
English as a Second Language 2
English as a Second Language: Language Development
Freshman Language Arts 1
Freshman Language Arts 2
Freshman Language Arts 1 Accelerated
Freshman Language Arts 2 Accelerated
*Language Development 1
*Language Development 2
*Language Arts 1
Language Arts 2
*Language Arts 1 Accelerated
Language Arts 2 Accelerated
*Basic English
*Practical English
*Intermediate Composition
*Composition for the College Bound
Research Techniques
Grammar
Word Origins
Creative Writing
*Beginning Journalism: Reporting, Semester
*Beginning Journalism: Reporting, Year
Intermediate Journalism: Advanced Reporting and Editing, Semester
Intermediate Journalism: Advanced Reporting and Editing, Year
Advanced Journalism: Publishing, Semester
Advanced Journalism: Publishing, Year
Yearbook

*course meets suggested expository writing requirement

COMMUNICATION DIVISION

Basic Communication
*Communication in Society
*Readers Theatre
*Discussion and Debate
*Public Speaking (Forensics)
*Introduction to Theatre (Theatre 1)
*Acting (Theatre 2)
*Play Production (Theatre 3)
Stagecraft
*Semantics
*Mass Media
*Film Study
Filmmaking
*Radio Broadcasting
Media Production

*course meets suggested communication requirement

READING/LITERATURE DIVISION

Reading Lab
Developmental Reading
*Accelerated Reading
*Great Literature
*Individualized Literature
*Novel
*Short Story
*Poetry
*Selected Topics in Literature
*Popular Literature
*Sports Literature
*Mystery/Detective Literature
*Science Fiction
*Frontier Literature
*American Folklore
*Minority Literature
*American Literature 1
*American Literature 2
*British Literature 1
*British Literature 2
*Shakespeare 1
*Shakespeare 2
*World Literature 1
*World Literature 2
*Mythology
*Greek Mythological Drama
*The Old Testament as History and Literature
*Biblical Literature
*Philosophical Thought in Literature
*Satire
*Contemporary Drama
*Advanced Placement English
Humanities
American Studies, Basic
American Studies
American Studies, Honors

*course meets suggested literature requirement

INDEPENDENT STUDY NUMBERS

IS English
IS Language Arts
IS Composition
IS Writing
IS Journalism
IS Reading
IS Literature
IS Communication
IS Theatre
IS Technical Theatre
IS Media

SENIOR HIGH LANGUAGE ARTS

*Life Skills (Practical/Survival)
**Enrichment (Scholastic)

Writing - Scope/Criteria

1.0 Skills Acquisition and Application

Writing courses will continue to provide opportunities for the student to

1.1 Explore a variety of expository forms to achieve given purposes, such as

- **a) Extended essay
- **b) Precis
- *c) Summary
- **d) Research paper
- *e) Reports
- **f) Literary analysis
- **g) Diaries/journals
- *h) Personal letters and notes
- *i) Business letters
- **j) News articles and advertisements
- **k) Essay questions.

*1.2 Continue vocabulary development.

*1.3 Reinforce standard grammatical usage, punctuation, capitalization, and spelling.

*1.4 Use legible handwriting.

*1.5 Continue to recognize and use correct sentence structure.

*1.6 Continue to use topic sentences and supporting details in developing paragraphs.

*1.7 Incorporate a sense of audience and purpose in written expression.

*1.8 Practice editing.

2.0 Use of Resources

Writing courses will continue to provide opportunities for the student to

*2.1 Gather and organize information from various sources.

*2.2 Reinforce dictionary and reference skills.

*2.3 Give credit to sources used.

**2.4 Use correct bibliographic notation.

3.0 Critical Thinking

Writing courses will continue to provide opportunities for the student to

*3.1 Adapt writing style to specific and various purposes.

**3.2 Use a variety of sentence patterns.

**3.3 Use transitions effectively to achieve unity and coherence.

**3.4 Develop essays through a variety of techniques, such as

- a) Description
- b) Explanation
- c) Narration
- d) Definition
- e) Argumentation/persuasion
- f) Comparison/contrast
- g) Process
- h) Analysis
- i) Classification.

*3.5 Become discriminating in word choice.

4.0 Creative Expression and Response

Writing courses will continue to provide opportunities for the student to

4.1 Explore a variety of creative forms, such as

- **a) Journals
- **b) Short stories
- **c) Poetry
- **d) One-act plays
- **e) Myths/fables
- **f) Newspaper columns.

**4.2 Experiment with a variety of stylistic elements, such as

- a) Sensory language
- b) Figures of speech
- c) Imagery
- d) Rhythm
- e) Dialogue
- f) Time.

*4.3 Develop a personalized writing style.

5.0 Attitude Building

Writing courses will continue to provide opportunities for the student to

*5.1 Appreciate the importance of writing as a lifetime skill.

*5.2 Realize that the written word can alter attitudes and effect changes.

*5.3 Take pride in the development of a personal written expression.

SENIOR HIGH LANGUAGE ARTS

*Life Skills (Practical/Survival)
**Enrichment (Scholastic)

Communication/Speaking, Listening, Observing - Scope/Criteria

1.0 Skills Acquisition and Application

Communication courses will continue to provide opportunities for the student to

*1.1 Recognize elements of and barriers to communication.

*1.2 Comprehend spatial relationships.

*1.3 Recognize symbols.

*1.4 Recall use of color and contrast.

*1.5 Perceive and use non-verbal messages.

*1.6 Imitate physical action.

*1.7 Distinguish between left and right.

*1.8 Detect direction of a sound's origin.

*1.9 Use posture appropriate to the occasion.

*1.10 Identify and respond to rhythms.

*1.11 Ask relevant questions.

*1.12 Distinguish among questions, statements, and exclamations.

*1.13 Practice active listening.

*1.14 Read aloud clearly and smoothly.

*1.15 Express thoughts and feelings.

*1.16 Take part in meaningful conversation.

*1.17 Recognize correct pronunciation.

*1.18 Enunciate clearly.

*1.19 Put stress on words to convey meaning.

*1.20 Identify purpose of speaker.

*1.21 Recognize and understand pitch, rate, volume, quality of the vocal mechanism.

*1.22 Make subject and verb agree, use correct tenses, omit the double negative, and utilize appropriate pronoun forms in oral discourse.

*1.23 Perceive meanings of words.

*1.24 Express facts in meaningful order.

*1.25 State main topics and subordinate points clearly.

*1.26 Summarize.

*1.27 Take part in group discussions.

*1.28 Give directions clearly and accurately.

*1.29 Follow clear directions.

*1.30 Recall details and what is heard.

*1.31 Comprehend the message.

*1.32 Develop sense memory.

*1.33 Develop an attention span.

*1.34 Maintain eye contact with person(s) being addressed.

2.0 Use of Resources

Communication courses will continue to provide opportunities for the student to

*2.1 Investigate all kinds of library materials.

*2.2 Use personal experiences as resources.

*2.3 Seek appropriate people in the school and community for information and aid.

*2.4 Organize time to meet deadlines.

3.0 Critical Thinking

Communication courses will continue to provide opportunities for the student to

*3.1 Ask/answer pertinent questions.

*3.2 Draw reasonable conclusions.

*3.3 Recognize/describe positive and negative roles played by members in a group discussion.

*3.4 Evaluate personal contributions to group communication.

*3.5 Distinguish between fact and opinion.

*3.6 Identify point of view and mood of speaker.

*3.7 Adjust volume of voice to fit audience/situation.

*3.8 Develop techniques of selecting and organizing materials for an oral/visual presentation.

*3.9 Identify and classify sounds.

*3.10 Select appropriate rate of speaking.

*3.11 Recognize bias.

**3.12 Distinguish feeling of speaker from non-verbal cues.

**3.13 Observe people for realistic action.

**3.14 Recognize effect of line, mass, color, and use of light.

**3.15 Predict outcomes from visual and aural clues.

4.0 Creative Expression and Response

Communication courses will continue to provide opportunities for the student to

*4.1 Use non-verbal clues to support the message.

*4.2 Use voice intonation to convey mood/feeling.

**4.3 Dramatize descriptive words, emotions, objects, animals, functions, and characters.

**4.4 Interpret literature orally.

**4.5 Role-play a given situation.

**4.6 Take part in choral readings.

**4.7 Use appropriate visual/mechanical aids effectively in presentations.

5.0 Attitude Building

Communication courses will continue to provide opportunities for the student to

*5.1 Be a courteous participant and audience member.

*5.2 Recognize power of visual and aural elements.

*5.3 Develop poise.

**5.4 Understand and overcome stage fright.

*5.5 Appreciate the contributions of others in group efforts.

*5.6 Recognize the importance of communication in a democratic society.

*5.7 Recognize that communication happens only when both parties desire to communicate.

*5.8 Realize the power of words and actions.

*5.9 Accept responsibility for their own communication.

*5.10 Understand need for self-dicipline, practice, and preparation.

*5.11 Recognize the importance of cooperative decision-making.

*5.12 Appreciate their literary and cultural heritage.

*5.13 Develop respect for the property and ideas of others.

SENIOR HIGH LANGUAGE ARTS

*Life Skills (Practical/Survival)
**Enrichment (Scholastic)

Literature/Reading

1.0 Skills Acquisition and Application

Literature/Reading courses will continue to provide opportunities for the student to

*1.1 Build comprehension.

*1.2 Develop vocabulary.

**1.3 Improve reading rate.

**1.4 Practice skimming and scanning.

*1.5 Use correct spelling.

*1.6 Demonstrate the ability to follow directions.

**1.7 Develop proficiency in using graphic aids.

*1.8 Summarize literary plot in oral or written form.

*1.9 Determine differences between fact and fiction.

**1.10 Continue to recognize the label and basic structure of the following genre:

    a) Stories
    b) Novels
    c) Poetry
    d) Drama
    e) Articles
    f) Essays
    g) Letters
    h) Diaries
    i) Journals.

*1.11 Recognize the basic literary structure, such as

    a) Main ideas
    b) Supporting details
    c) Sequential patterns.

**1.12 Recognize patterns of textbook writing in the various content areas.

2.0 Use of Resources

Literature/reading courses will continue to provide opportunities for the student to

*2.1 Use basic texts as resource material.

*2.2 Recognize the relevancy of non-print media as subject enrichment.

*2.3 Locate and organize information from various sources.

*2.4 Reinforce use of specialized references, such as dictionaries, atlases, indexes, almanacs, and book review digests.

*2.5 Give credit to sources used.

**2.6 Use correct bibliographic notation.

3.0 Critical Thinking

Literature/reading courses will continue to provide opportunities for the student to

*3.1 Develop and apply skills for interpretation and analysis.

*3.2 Develop criteria for judging literary works.

*3.3 Detect bias.

*3.4 Recognize various patterns of writing, such as

a) Cause and effect
b) Classification
c) Argumentation/persuasion
d) Comparison/contrast.

*3.5 Develop understanding of the personalities, feelings, and motives of the characters in literature and recognize how these elements shape the course of a story or play.

*3.6 Evaluate whether the plot is realistic or exaggerated and whether the characters are believable or act without reason or motivation.

*3.7 Analyze statements, actions, and/or images created in literature.

*3.8 Identify and explain ideas communicated through a variety of literary works.

**3.9 Recognize the following elements as they appear in literature and explain their effects on a work, such as

a) Language
    (1) Figurative language
        i) Simile
        ii) Metaphor
        iii) Personification
        iv) Allusion
        v) Hyperbole
    (2) Alliteration
    (3) Onomatopoeia
    (4) Symbolism
    (5) Rhyme and rhythm
    (6) Tone
    (7) Mood

372

- b) Structure
    - (1) Plot
    - (2) Conflict
    - (3) Theme
    - (4) Characterization
    - (5) Setting
    - (6) Flashback
    - (7) Foreshadowing
    - (8) Rising action
    - (9) Climax
    - (10) Falling action.

**3.10 Investigate four modes of fiction:

- a) Realism
- b) Satire
- c) Fantasy
- d) Allegory

4.0 Creative Expression and Response

Literature/reading courses will continue to provide opportunities for the student to

**4.1 Synthesize material read using creative alternatives, such as

- a) Parodies
- b) Posters
- c) Models
- d) Book jackets
- e) Slide presentations
- f) Films
- g) Role playing.

5.0 Attitude Building

Literature/reading courses will continue to provide opportunities for the student to

*5.1 Develop an appreciation of reading as a lifetime pursuit.

*5.2 Recognize personal literary preference.

SENIOR HIGH LANGUAGE ARTS

English as a Second Language: Study Skills Development

Course Description

This course provides skills training in general study techniques and in specific language arts strategies necessary for an understanding of the content areas. It aids ESL students, especially those with little previous schooling, in making the transition from high intensive language training classes to the regular school curriculum. The course introduces or reviews: correctness and effectiveness of expression, interpretation of content reading, and test-taking techniques. Students will acquire concepts and generalizations necessary to an understanding of high school work in the basic disciplines.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop basic language skills. (1,2,4,9)
2. Use resources for skill building. (1,2,3,4,11,12,13)
3. Analyze, interpret, and evaluate what is read. (3,4,5,6,7,8,11)
4. Develop individual projects related to the material studied. (1,2,4,5,7,8)
5. Develop a personal program for skill development. (2,4,5,7,8,12)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
    a) Writing a variety of essays and reports.
    b) Using appropriate spelling.
    c) Using effective vocabulary.
    d) Using correct grammar.
    e) Practicing notetaking skills.

1.2 Demonstrate reading skills by:
  a) Increasing reading rate.
  b) Identifying the main idea of various literary genre.
  c) Recognizing unfamiliar vocabulary words in context.
  d) Transferring comprehension of oral words to the recognition of such words in print.
  e) Develop critical reading skills.

1.3 Demonstrate speaking skills by:
  a) Practicing oral skills necessary for clear expression or interpretation.
  b) Applying oral skills necessary to present themselves in a positive manner.
  c) Prepare and present an oral research project.

1.4 Demonstrate listening/observing skills by:
  a) Practicing listening/observing techniques necessary for clear understanding and interpretation of an idea
  b) Incorporate material or ideas from audio-visual presentations, teacher lectures or classroom demonstrations into assignments.

2.0 Use of Resources

The students shall

2.1 Use the dictionary, thesaurus, specialized encyclopedias, and specialized study guides for language arts.

2.2 Use notes from lectures, speakers, demonstrations, and audio-visual materials to prepare for tests or reports.

2.3 Work with practice sheets for standardized tests.

3.0 Critical Thinking

The students shall

3.1 Recognize the difference between denotation and connotation of words.

3.2 Interpret figurative language.

3.3 Distinguish fact from opinion.

3.4 Detect fallacies in reasoning.

3.5 Make generalizations based on evidence.

3.6 Evaluate sufficiency of evidence or argument.

3.7 Apply the grammar skills gained from isolated sentence exercises to their own written and oral expressions.

3.8 Apply standard methods of formulating critical writing and research.

3.9 Exercise objective judgment in the writing processes involved in research work.

3.10 Learn when it is appropriate to use technical language.

4.0 Creative Expression and Response

The students shall

4.1 Participate in goal-directed group discussion.

5.0 Attitude Building

The students shall

5.1 Understand how writing styles are important in formulating different types of writing, such as research papers, laboratory reports, and forms of creative expression.

5.2 Appreciate the importance of concisely-stated well-developed ideas to effective communication.

5.3 Appreciate the value of group efforts in approaching a task.

5.4 Develop an attitude of appreciation for the ability to evaluate on the basis of personal judgment as well as against established criteria.

E.S.L. (English as a Second Language) 1

Course Description

This course addresses the students who speak, read, and write little or no English and who usually have not previously studied English. The course encourages listening and speaking with minimal emphasis placed upon reading and writing. Practical English vocabulary and simple sentence structure are presented as well as activities which provide acculturation to our society. The curriculum is written so that students may take either one or two semesters of E.S.L. 1, depending upon their need for repetition and their progress in acquiring the skills of said course.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Gain a functional understanding and use of the English language. (1,2,4,9)
2. Learn to use the resources in their immediate environment. (1,2,3,4,11,12,13)
3. Relate the basic skills learned to everyday life. (3,9,11,12,13)
4. Develop original speaking and writing patterns. (4,5,8,9,10,12)
5. Learn to accept the American culture while maintaining respect for their own. (6,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  - a) Forming correctly both the printed and cursive English alphabet.
  - b) Writing simple vocabulary words pertaining to practical knowledge of the English language, such as body parts, classroom objects, foods, and family members.

c) Developing basic present tense sentences, such as I am a student, My name is _________.

1.2 Demonstrate reading skills by:
- a) Comprehending basic, practical English vocabulary and recognizing such in the written form.
- b) Actually reading basic present tense sentences and a few past and future tense sentences, such as I am, I was, I will be.
- c) Recognizing correct word order in simple sentences.

1.3 Demonstrate speaking skills by:
- a) Using the practical vocabulary presented in High Intensity Language Training sessions in class.
- b) Participating in limited classroom discussions.
- c) Repeating drill type exercises for sound discrimination and content understanding.
- d) Recalling and repeating vocabulary within the appropriate sentence structures.

1.4 Demonstrate listening skills by:
- a) Hearing the sound discrimination variables in the English language.
- b) Understanding simple commands and questions.
- c) Recognizing correct enunciation as modeled by the instructor.
- d) Actually hearing the two basic intonation patterns, vowel and consonant sounds, and characteristic stress and rhythm patterns in English. (This is an ongoing process.)

2.0 Use of Resources

The students shall

2.1 Use those resources provided within the E.S.L. classroom setting, such as a clock, a calendar, the printed and cursive alphabets, and simple texts.

2.2 Work with special E.S.L. tutors in addition to classroom work.

2.3 Learn vocabulary through the use of flash cards, pictures, and actual real life items.

2.4 Become familiar with resources outside the immediate classroom, such as the various offices, the lunch room, and the gym.

2.5 Acculturate into the society beyond the school environment wherever desired and appropriate.

3.0 Critical Thinking

The students shall

3.1 Demonstrate an ability to relate those skills learned in class to everyday life in American society.

3.2 Feel confident enough to use the same skills in communicating with natives on a limited basis.

4.0 Creative Expression and Response

The students shall

4.1 Develop the ability to form simple original sentences with basic vocabulary already learned.

4.2 Speak to others in the English language, as in the form of greetings and commands.

5.0 Attitude Building

The students shall

5.1 Retain their own first language skills, even as they acquire second language skills in English.

5.2 Develop a respect for the American educational process, particularly where it applies to them personally.

5.3 Maintain respect for their own cultures, even as they become a part of ours.

5.4 Learn to accept a new and different culture (ours), whether for a limited time or permanently.

SENIOR HIGH LANGUAGE ARTS

E.S.L. (English as a Second Language) 2

Course Description

This course addresses students who have acquired some basic skills in English through previous studies and who can verbalize enough English to function on a day-to-day basis as a mainstreamed student. More emphasis is placed upon reading and writing English than in E.S.L. 1. Grammar, idioms, conversation, dialogues for specific occasions, pronunciation, and cultural awareness are all stressed. The curriculum is written so that students may take either one or two semesters of E.S.L. 2, depending upon their need for repetition and their progress in acquiring the skills of said course.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Improve upon their functional understanding and use of the English language towards increased fluency of said language. (1,2,4,9)
2. Learn to use the resources in their immediate environment. (1,2,3,4,11, 12,13)
3. Relate the basic skills learned to everyday life. (3,11,12,13)
4. Develop original speaking and writing patterns. (4,5,8,9,10,12)
5. Learn to accept the American culture while maintaining respect for their own. (6,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

- 1.1 Demonstrate writing skills by:
    - a) Writing in complete sentences and in paragraph form when appropriate.

b) Writing both practical knowledge vocabulary and more complicated words pertaining to some particular vocabulary used in mainstreamed classes.
c) Composing letters and filling out information type forms and job applications.
d) Developing original short compositions and book reports.

1.2 Demonstrate reading skills by:
a) Reading and comprehending sentences incorporating the various verb tense forms.
b) Recognizing correct word order in simple, compound, and complex sentences and using sentence combining techniques in reading exercises.
c) Reading paragraphs for comprehension and information gathering purposes.
d) Using the "cloze" procedure to complete sentences within the context of a particular composition.

1.3 Demonstrate speaking skills by:
a) Participating in classroom discussions.
b) Repeating complicated drills for sound discrimination and content understanding.
c) Recalling and repeating an enlarged vocabulary of English words within the appropriate sentence structures.

1.4 Demonstrate listening skills by:
a) Continuing to hear the sound discrimination variables in the English language.
b) Understanding complicated commands and questions.
c) Continuing to hear the two basic intonation patterns, vowel and consonant sounds, and characteristic stress and rhythm patterns in English.

2.0 Use of Resources

The students shall

2.1 Use those resources provided within the E.S.L. classrooms, the library, and other mainstreamed classrooms.

2.2 Work with content area tutors according to individual needs.

2.3 Continue to build a vocabulary bank through the use of textbooks, resource books, and additional written materials.

2.4 Become familiar with those resources beyond the classroom setting but within the immediate high school setting.

2.5 Continue to further acculturate into the society beyond the school environment wherever desired and appropriate.

3.0 Critical Thinking

The students shall

3.1 Demonstrate an ability to relate those skills learned in class to everyday life and to additional mainstreamed classes.

3.2 Feel confident enough to use their skills in communicating with native speakers.

4.0 Creative Expression and Response

The students shall

4.1 Form original sentences, paragraphs, and compositions with acquired English vocabulary.

4.2 Speak to others, in the English language, in mainstreamed classes, in social situations, and in day-to-day living.

5.0 Attitude Building

The students shall

5.1 Retain their own first language skills, even as they acquire second language skills in English.

5.2 Develop a respect for the American educational process, particularly where it applies to them personally.

5.3 Maintain respect for their own cultures, even as they become a part of ours.

5.4 Learn to accept a new and different culture (ours), whether for a limited time or permanently.

E.S.L. (English as a Second Language): Language Development

Course Description

This course is designed to help students improve practical communication skills. It is also designed especially for foreign students, in that more emphasis is placed upon learning idiomatic expressions and practicing correct pronunciation as it appears in the literature presented during the course. Opportunities to improve listening, speaking, reading, writing, decision-making, and inference skills will be provided. Emphasis will also be placed on language skills for everyday living.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop an awareness of the basic skills needed for daily communication. (1,2,4,9)
2. Use resources to explore a variety of multi-ethnic literature in prose, poetry, and play form. (1,2,3,4,11,12,13)
3. Demonstrate an awareness of themselves and their relationships to each other and the environment. (3,11,12,13)
4. Recognize and understand how to cope with various life options. (4,5,8,9,10,12)
5. Learn creative expressions for everyday life. (6,12,13)

Learning Outcomes

The students shall

1.1 Practice the appropriate writing skills needed for various situations, such as book reports, letters, and paragraph development.

1.2 Improve reading skills in order to be more aware of everyday events and how they affect personal decisions.

1.3 Acquire the ability to pronounce and understand English in order to use the oral language appropriate for different situations.

1.4 Demonstrate the ability to follow both oral and written directions.

1.5 Learn to function both as an individual and as a part of a larger, multi-ethnic country and world.

2.0 Use of Resources

The students shall

2.1 Investigate library resources for personal enjoyment and for research purposes.

2.2 Explore the influence of the media through newspapers, magazines, television, and films.

3.0 Critical Thinking

The students shall

3.1 Define problems and select choice options for solving the problems.

3.2 Become aware of how selective word choice and grasp of the English language can provide for personal opportunities.

3.3 Acquire an appreciation for both fact and fiction in literature.

4.0 Creative Expression and Response

The students shall

4.1 Practice effective oral communication skills in various practical day-to-day situations.

4.2 Practice creative problem solving.

4.3 Learn to express emotions effectively.

5.0 Attitude Building

The students shall

5.1 Become aware of personal strengths and weaknesses.

5.2 Learn to value the power of words and actions in a second language.

5.3 Respect the opinions and cultures of others.

5.4 Learn to accept responsibility for their own actions.

SENIOR HIGH LANGUAGE ARTS

English CORE

Course Description

English CORE is an administrative designation for the instructional program in which some freshmen and sophomore students needing remediation in basic skills are enrolled. The English curriculum for freshmen is based on the Freshman Language Arts course and for sophomores on the Language Development course. Skills improvement is emphasized, and the instruction is more individualized than in the regular freshman and sophomore English classes. See Freshman Language Arts and Language Development for objectives and learning outcomes.

SENIOR HIGH LANGUAGE ARTS

Freshman Language Arts 1

Course Description

In this course, exposure to various literary genre is used with a focus on the short story. Paragraph writing skills are maintained and further developed, as are grammar, usage, and spelling. Literary and poetic devices are used and developed to enhance students' enjoyment of reading and to sharpen their own skills in written and oral communication. An ongoing use of research skills in emphasized to develop the students' awareness of critical analysis and distinction between fact and opinion.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Maintain and develop basic skills. (1,2,4)
2. Expand use of resources for use in writing and oral expression. (5,7)
3. Utilize critical awareness in analyzing student work and works of literature. (3,5,8,11,13)
4. Explore the creative process and techniques for creative writing. (3,6,9)
5. Recognize the necessity for personal responsibility within the school setting. (8-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   - a) Writing cohesive paragraphs of description and narration.
   - b) Writing business letters.
   - c) Developing original topic sentences.
   - d) Developing additional spelling skills by using hyphens in compound words and in syllabication, and by studying homonyms, synonyms and antonyms.

e) Maintaining and developing grammar and usage skills in the areas of punctuation, consistent use of verb tense and number, pronoun and antecedent agreement, compound sentences, and appositives.

1.2 Demonstrate reading skills by:

- a) Finding the main idea.
- b) Finding supporting details.
- c) Sequencing.
- d) Skimming/scanning.
- e) Exploring literary genres with emphasis on the short story.

1.3 Demonstrate listening/observing skills by following directions.

2.0 Use of Resources

The students shall

2.1 Continue to use previously developed skills and acquire new skills in the use of

- a) Reader's Guide.
- b) Thesaurus.
- c) Card catalog.

3.0 Critical Thinking

The students shall

3.1 Analyze and evaluate paragraphs as related to the following:

- a) Paragraphs of description and narration.
- b) Topic selection and limitation.
- c) Original topic sentence development.

3.2 Analyze, interpret and evaluate literature as related to

- a) Conflict.
- b) Climax.
- c) Point of view.
- d) Characterization.

3.3 Analyze print and non-print media.

4.0 Creative Expression and Response

The students shall

4.1 Demonstrate an ability to use literary devices, such as simile, metaphor, and personification.

4.2 Practice strategies for facilitating the creative process.

5.0 Attitude Building

The students shall

5.1 Appreciate the short story as a unique literary form.

5.2 Recognize the value of literary and poetic devices in effective communication.

5.3 Recognize the necessity of basic skills for effective communication.

Freshman Language Arts 2

Course Description

This course offers a variety of reading, writing, speaking, listening, and observing experiences to reinforce and expand students' basic skills. Through these experiences students review previously studied skills, develop their critical and creative abilities, and build positive attitudes towards language arts.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Write paragraphs of narration, description, and exposition; proofread for correct spelling, appropriate word choice, and correct grammar and usage; and review speaking skills. (1,2,4)
2. Use library or other sources for ideas and supporting material for essays and speeches. (5,7)
3. Demonstrate ability to analyze and interpret a variety of selections from fiction and non-fiction. (5,8,11,13)
4. Use a more mature and varied sentence structure to write at least one short, well-organized essay and present at least one well-organized speech. (1,2,4,8,9)
5. Recognize the importance of writing, reading, speaking, listening, and observing for success in life, both in and out of school. (3,8-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

- a) Writing narrative, descriptive, and expository paragraphs.
- b) Writing a well-organized, short essay emphasizing sentence variety, transitional devices, and conciseness.
- c) Recognizing and using verbal phrases, adjective, and adverb clauses.
- d) Improving vocabulary skills by studying prefixes, suffixes, and roots.

1.2 Demonstrate reading skills by:

- a) Exploring literary genres with emphasis on poetry.
- b) Reinforcing analytical reading skills.
- c) Reinforcing and refining reading skills through exposure to various types of print and non-print media, such as newspaper, magazine, short story, poetry, drama, non-fiction, novel, film, and photographs.

1.3 Demonstrate speaking skills by:

- a) Using appropriate vocal skills in individual speeches.
- b) Practicing discussion in class and in small groups.

1.4 Demonstrate listening/observing skills by:

- a) Identifying poetic sound devices.
- b) Following directions.
- c) Giving critiques of the speeches of others.

2.0 Use of Resources

The students shall

2.1 Reinforce abilities to use the library, including non-print materials.

3.0 Critical Thinking

The students shall

3.1 Continue to paraphrase appropriate material.

3.2 Refine proofreading skills.

3.3 Analyze literature using previously learned approaches, plus interpreting

- a) Theme
- b) Author's purpose.

3.4 Make inferences and draw conclusions.

3.5 Distinguish among anecdotes, opinion, statistics, facts, examples.

3.6 Recognize literary devices, such as satire, symbolism, and irony.

3.7 Identify poetic devices, such as hyperbole, onomatopoeia, consonance/assonance/alliteration, and metrical patterns.

4.0 Creative Expression and Response

The students shall

4.1 Use the aforementioned skills appropriately and effectively in their speaking and writing.

5.0 Attitude Building

The students shall

5.1 Recognize the importance of writing legibly, correctly, and effectively.

5.2 Recognize the importance of reading for both survival and pleasure.

5.3 Recognize the importance of speaking effectively as part of human interaction.

5.4 Recognize the importance of listening and observing for both pleasure and survival.

SENIOR HIGH LANGUAGE ARTS

Freshman Language Arts 1 Accelerated

Course Description

This course is designed for students who have demonstrated strong skills in language arts. Admission to this course is based on 8th grade teacher recommendation and/or standardized test scores. Like regular Freshman Language Arts 1, the accelerated course includes a review of previously studied materials, introduces additional grammatical and literary concepts, refines composition skills, expands reference skills, and offers opportunities for creative expression and critical thinking. The students in the accelerated course will achieve the same objectives and learning outcomes as those students in the regular Freshman Language Arts 1. However, because these students perform well in language arts, the content of this course is more demanding and the expectations higher.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Maintain and develop basic skills. (1,2,4)
2. Expand use of resources for use in writing and oral expression. (5,7)
3. Utilize critical awareness in analyzing student work and works of literature. (3,5,8,11,13)
4. Explore the creative process and techniques for creative writing. (3,6,9)
5. Recognize the necessity for personal responsibility within the school setting. (8-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

- a) Writing cohesive paragraphs of description and narration.
- b) Writing business letters.
- c) Developing original topic sentences.
- d) Developing additional spelling skills by using hyphens in compound words and syllabication, and by studying homonyms, synonyms and antonyms.
- e) Maintaining and developing grammar and usage skills in the areas of punctuation, consistent use of verb tense and number, pronoun and antecedent agreement, compound sentences, and appositives.

1.2 Demonstrate reading skills by:

- a) Finding the main idea.
- b) Finding supporting details.
- c) Sequencing.
- d) Skimming/scanning.
- e) Exploring literary genres with emphasis on the short story.

1.3 Demonstrate listening/observing skills by following directions.

2.0 Use of Resources

The students shall

2.1 Continue to use previously developed skills and acquire new skills in the use of:

- a) Reader's Guide.
- b) Thesaurus.
- c) Card catalog.

3.0 Critical Thinking

The students shall

3.1 Analyze and evaluate paragraphs as related to the following:

- a) Paragraphs of description and narration.
- b) Topic selection and limitation.
- c) Original topic sentence development.

3.2 Analyze, interpret, and evaluate literature as related to

- a) Conflict.
- b) Climax.
- c) Point of view.
- d) Characterization.

3.3 Analyze print and non-print media.

4.0 Creative Expression and Response

The students shall

4.1 Demonstrate an ability to use literary devices, such as simile, metaphor, and personification.

4.2 Practice strategies for facilitating the creative process.

5.0 Attitude Building

The students shall

5.1 Appreciate the short story as a unique literary form.

5.2 Recognize the value of literary and poetic devices in effective communication.

5.3 Recognize the necessity of basic skills for effective communication.

Freshman Language Arts 2 Accelerated

Course Description

This course is designed as a continuation of Freshman Language Arts 1 Accelerated. Like Freshman Language Arts 1 Accelerated, admission is based on 8th grade teacher recommendation and/or standardized test scores. Like regular Freshman Language Arts 2, the accelerated course includes a review of previously studied material, introduces additional grammatical and literary concepts, refines composition skills, expands reference skills, and offers opportunities for creative expression and critical thinking. The students in the accelerated course will achieve the same objectives and learner outcomes as those students in the regular Freshman Language Arts 2. However, because these students perform well in language arts, the content of this course is more demanding and expectations are higher.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Write paragraphs of narration, description, and exposition; proofread for correct spelling, appropriate word choice, correct grammar, and usage; and review speaking skills. (1,2,4)
2. Use library or other sources for ideas and supporting material for essays and speeches. (5,7)
3. Demonstrate ability to analyze and interpret a variety of selections from fiction and non-fiction. (5,8,11,13)
4. Use a more mature and varied sentence structure to write at least one short, well-organized essay and present at least one well-organized speech. (1,2,4,8,9)
5. Recognize the importance of writing, reading, speaking, listening, and observing for success in life, both in and out of school. 3,8-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

- a) Writing narrative, descriptive, and expository paragraphs.
- b) Writing a well-organized, short essay emphasizing sentence variety, transitional devices, and conciseness.
- c) Recognizing and using verbal phrases, adjective and adverb clauses.
- d) Improving vocabulary skills by studying prefixes, suffixes, and roots.

1.2 Demonstrate reading skills by:

- a) Exploring literary genres with emphasis on poetry.
- b) Reinforcing analytical reading skills.
- c) Reinforcing and refining reading skills through exposure to various types of print and non-print media, such as newspaper, magazine, short story, poetry, drama, non-fiction, novel, film, and photographs.

1.3 Demonstrate speaking skills by:

- a) Using appropriate vocal skills in individual speeches.
- b) Practicing discussion in class and in small groups.

1.4 Demonstrate listening/observing skills by:

- a) Identifying poetic sound devices.
- b) Following directions.
- c) Giving critiques of the speeches of others.

2.0 Use of Resources

The students shall

2.1 Reinforce abilities to use the library, including non-print materials.

3.0 Critical Thinking

The students shall

3.1 Continue to paraphrase appropriate material.

3.2 Refine proofreading skills.

3.3 Analyze literature using previously learned approaches, plus interpreting

  a) Theme.
  b) Author's purpose.

3.4 Make inferences and draw conclusions.

3.5 Distinguish among anecdotes, opinion, statistics, facts, examples.

3.6 Recognize literary devices, such as satire, symbolism, and irony.

3.7 Identify peotic devices, such as hyperbole, onomatopoeia, consonance/assonance/alliteration, and metrical patterns.

4.0 Creative Expression and Response

The students shall

4.1 Use the aforementioned skills appropriately and effectively in their speaking and writing.

5.0 Attitude Building

The students shall

5.1 Recognize the importance of writing legibly, correctly, and effectively.

5.2 Recognize the importance of reading for both survival and pleasure.

5.3 Recognize the importance of speaking effectively as part of human interaction.

5.4 Recognize the importance of listening and observing for both pleasure and survival.

SENIOR HIGH LANGUAGE ARTS

Language Development 1

Course Description

This one-semester course is designed to provide instruction in basic writing skills. Analyzing words, writing sound sentences, building effective paragraphs, and organizing paragraphs into unified essays are the main emphases of this course. Although there will be reading and discussion, the primary emphasis will be on writing improvement. This course is for students whose skills fall below what is needed to succeed in the regular Language Arts program.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate the ability to read selected works of literature and to respond orally and in writing, utilizing correct spelling, grammar, and usage. (1,2,4)
2. Demonstrate a willingness to use classroom, library, and community resources. (7,9)
3. Comprehend the themes in literature and apply them to life. (5,8, 11,13)
4. Express creative ideas orally and in writing. (6,8,9,12,13)
5. Develop a positive attitude toward reading and writing as a means of communication, persuasion, and personal expression. (3,6,8,9,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

- a) Writing complete sentences.
- b) Constructing paragraphs of eight or ten sentences that contain a good topic sentence and specific supporting statements.

  - c) Using spelling and vocabulary skills.
  - d) Improving grammar skills, such as capitalization, punctuation, usage, sentence structure.
  - e) Outlining paragraphs.

1.2 Demonstrate reading skills by:

  - a) Reading, discussing, and writing about one or more novels.
  - b) Identifying the main idea in a reading selection.
  - c) Identifying a simple theme in a piece of literature.
  - d) Making book reports.

1.3 Demonstrate speaking skills by:

  - a) Participating in large and small group discussions.
  - b) Participating in oral reading of plays.

1.4 Demonstrate listening/observing skills by:

  - a) Following instructions correctly.
  - b) Determining main ideas and remembering details of films, filmstrips, slide/tapes, and lectures.
  - c) Paying respectful attention when another student speaks in class.
  - d) Taking notes on lectures.

2.0 Use of Resources

The students shall

2.1 Learn to use magazines and newspapers as sources of information.

3.0 Critical Thinking

The students shall

3.1 Organize information into logical sequence.

3.2 Construct logical arguments.

3.3 Apply literary themes to life.

3.4 Go beyond the literal level in interpreting a piece of literature.

4.0 Creative Expression and Response

The students shall

4.1 Write original narratives.

4.2 Use vivid and appropriate vocabulary in their writing.

5.0 Attitude Building

The students shall

5.1 Develop a respect for books and property of others.

5.2 Recognize the importance of mastering effective reading, writing, speaking, listening, and observing skills in order to function successfully in society.

5.3 Respect the contributions of others.

5.4 Gain self-confidence.

5.5 Enjoy reading as a pastime.

Language Development 2

Course Description

This one-semester course is a continuation of Language Development 1. The emphasis is on both reading and writing skills. This course is for students whose skills fall below what is needed to succeed in the regular Language Arts program.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate the ability to read selected works of literature and to respond orally and in writing, utilizing correct spelling, grammar, and usage. (1,2,4)
2. Demonstrate a willingness to use classroom, library, and community resources. (7,9)
3. Comprehend the themes in literature and apply them to life. (5,8, 11,13)
4. Express creative ideas orally and in writing. (6,8,9,12,13)
5. Develop a positive attitude toward reading and writing as a means of communication, persuasion, and personal expression. (3,6,8,9,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

- a) Writing complete sentences.
- b) Constructing paragraphs of eight or ten sentences that contain a good topic sentence and specific supporting statements.
- c) Using spelling and vocabulary skills.
- d) Improving grammar skills such as capitalization, punctuation, usage, sentence structure.
- e) Outlining paragraphs.

1.2 Demonstrate reading skills by:

- a) Reading, discussing, and writing about one or more novels.
- b) Identifying the main idea in a reading selection.
- c) Identifying a simple theme in a piece of literature.
- d) Identifying motivation and change in characters.
- e) Identifying setting and point of view in fiction.
- f) Working to improve reading speed.
- g) Understanding inference.
- h) Detecting author's bias and propaganda devices.
- i) Making book reports.

1.3 Demonstrate speaking skills by:

- a) Participating in large and small group discussions.
- b) Participating in oral reading of plays.

1.4 Demonstrate listening/observing skills by:

- a) Following instructions correctly.
- b) Determining main ideas and remembering details of films, filmstrips, slide/tapes, and lectures.
- c) Paying respectful attention when another student speaks in class.
- d) Taking notes on lectures.

2.0 Use of Resources

The students shall

2.1 Learn to use magazines and newspapers as sources of information.

2.2 Investigate several careers using information from a variety of sources.

2.3 Learn to use the library effectively, such as card catalog, Reader's Guide, vertical file, encyclopedias, dictionaries, thesauruses.

3.0 Critical Thinking

The students shall

3.1 Organize information into logical sequence.

3.2 Construct logical arguments.

3.3 Apply literary themes to life.

3.4 Go beyond the literal level in interpreting a piece of literature.

4.0 Creative Expression and Response

The students shall

4.1 Write original narratives.

4.2 Use vivid and appropriate vocabulary in their writing.

4.3 Create projects that reflect their reading.

5.0 Attitude Building

The students shall

5.1 Develop a respect for books and property of others.

5.2 Recognize the importance of mastering effective reading, writing, speaking, listening, and observing skills in order to function successfully in society.

5.3 Respect the contributions of others.

5.4 Gain self confidence.

5.5 Enjoy reading as a pastime.

Language Arts 1

Course Description

This course reviews the paragraph and stresses fluency and organization in various patterns of expository writing. Emphasis is on the various techniques of developing the five-paragraph essay. Included in essay development are spelling, vocabulary, grammar, usage, research, and study skills. Literary models serve as guides for student writing.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate the ability to write the five-paragraph essay, utilizing appropriate spelling, vocabulary, and grammar skills. (1,2,4)
2. Demonstrate the ability to use available resources in developing writing ability. (5,7)
3. Demonstrate the ability to recognize various viewpoints and evaluate authors' biases. (5,8,11,13)
4. Develop a personal writing style. (6,8,9,12,13)
5. Develop a positive attitude toward writing as a means of communication, persuasion, and personal expression. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

a) Writing paragraphs using a variety of techniques:

1) Description	5) Comparison and contrast
2) Explanation	6) Process
3) Definition	7) Analysis
4) Argumentation	8) Classification.

b) Improving spelling skills.
c) Expanding vocabulary.
d) Polishing language skills:

1) Mechanics (punctuation and capitalization).
2) Usage (subject/verb agreement, pronoun/antecedent agreement).
3) Sentence structure (compound and complex, sentence fragments, run-ons, varied word order).

e) Improving study skills by practicing test-taking techniques and note-taking.

f) Using transitional devices and techniques to effect choherent writing.

2.0 Use of Resources

The students shall

2.1 Utilize the library effectively by using:
- a) Card Catalog.
- b) Reader's Guide.
- c) Other reference materials, such as encyclopedias, vertical files, bibliographies, dictionaries, thesauruses, handbooks.

2.2 Utilize literary models, media, and personal experience as stimulants to better writing.

3.0 Critical Thinking

The students shall

3.1 Separate authors' biases from objective information through:
- a) Analysis of authors' tone (attitude).
- b) Vocabulary and jargon.
- c) Organization and style.

4.0 Creative Expression and Response

The students shall

4.1 Develop a unique writing style through diction and syntax.

4.2 Create vivid images.

5.0 Attitude Building

The students shall

5.1 Recognize the importance of mastering effective writing skills in order to function successfully in society.

5.2 Appreciate the contributions of student and professional writers.

5.3 Recognize and appreciate the historical and social importance of writing in the transfer and progression of knowledge.

5.4 Experience satisfaction with their own abilities to express themselves fluently and accurately in writing.

5.5 Realize how the written word can alter attitudes and effect change.

SENIOR HIGH LANGUAGE ARTS

Language Arts 2

Course Description

A continuation of Language Arts 1 , this course is designed to further develop expository writing skills, as well as to explore literature and careers. Grammar, vocabulary, spelling, and research skills will be taught as needed.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Write the five-paragraph essay, utilizing appropriate spelling, vocabulary, and grammar skills; and recognize literary genres. (1,2,4,5,8)
2. Demonstrate proficiency in using outside resources in expository and critical writing. (5,7,8)
3. Demonstrate an ability to recognize various viewpoints and evaluate authors' biases. (5,6,8,9,11,13)
4. Investigate careers. (4,5,7,10,12,13)
5. Develop a positive attitude toward writing as a means of communication, persuasion, and personal expression. (3-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Writing paragraphs and essays utilizing a variety of techniques.
   b) Using correct spelling, expanded vocabulary, and correct grammar skills.
   c) Proofreading their own writing.

1.2 Demonstrate reading skills by:
   a) Reading selections from various literary genres.
   b) Illustrating comprehension of reading both in oral and written expression.
   c) Applying study skills.

1.3 Demonstrate speaking skills by:
   a) Presenting oral reports to the group.
   b) Participating in small group discussions.

1.4 Demonstrate listening/observing skills by:
    a) Practicing listening, outlining, and notetaking skills.

2.0 Use of Resources

The students shall

2.1 Utilize library resources in preparing written assignments, such as the card catalog, Reader's Guide, and other reference materials.

2.2 Gather information from a variety of vocational reference sources.

2.3 Investigate community resources in researching careers.

2.4 Utilize literary models, media, and personal experience as stimulants to better writing.

3.0 Critical Thinking

The students shall

3.1 Organize material gleaned from a variety of sources into coherent form.

3.2 Separate authors' biases from objective information.

3.3 Recognize the aptitudes required for particular careers.

3.4 Apply career research to their personal aptitudes and abilities.

3.5 Identify the various literary genres.

3.6 Develop standards of literary appreciation.

4.0 Creative Expression and Response

The students shall

4.1 Practice writing effective introductions and conclusions.

4.2 Create vivid images in their writing.

4.3 Create projects to illustrate concepts in their reading.

5.0 Attitude Building

The students shall

5.1 Develop respect for and understanding of vocations.

5.2 Expand their appreciation of good literature.

5.3 Recognize the importance of mastering effective writing skills in order to function successfully in society.

5.4 Realize how the written and spoken word can alter attitudes and effect change.

5.5 Experience satisfaction with their own abilities to express themselves fluently and accurately in writing.

5.6 Refrain from making such judgmental statements as, "This is a stupid story."

SENIOR HIGH LANGUAGE ARTS

Language Arts 1 Accelerated

Course Description

This class is designed for the highly motivated sophomore student with advanced Language Arts skills. Admission to this course is based on teacher recommendation. Emphasis is placed on the five-paragraph essay. Study is supplemented by literary analyses of works from various genres. Further course work will include vocabulary development, research skills, and argumentation. Spelling, grammar, and usage are stressed as needed.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Write a variety of well-developed essays utilizing appropriate spelling, effective vocabulary, and correct grammar. (1,2,4)
2. Utilize external sources as stimuli for good writing. (3,5,6)
3. Demonstrate an ability to think critically by interpreting and evaluating fiction and non-fiction materials. (5,6 -13)
4. Acquire a personal writing style through use of effective diction and syntax. (1,2,3,4,6,8,9)
5. Recognize the importance of writing as a means of communication, persuasion, and personal expression. (1-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

- a) Writing paragraphs and essays using a variety of techniques, such as description, explanation, definition, argumentation, comparison and contrast, process demonstration, analysis, and classification.
- b) Using correct spelling and expanded vocabulary.
- c) Applying correct mechanics, usage, and structure.

  - d) Creating a variety of introductions and conclusions for essays.
  - e) Using transitional devices and techniques which effect coherent writing.

1.2 Demonstrate reading skills by:
  - a) Using supplementary classroom materials as background for writing assignments.
  - b) Understanding the use of vocabulary words in context.
  - c) Identifying propaganda devices.

1.3 Demonstrate speaking skills by:
  - a) Practicing use of vocabulary words in context.
  - b) Expressing themselves logically and clearly in classroom discussion.

1.4 Demonstrate listening/observing skills by:
  - a) Respecting the rights of other students and the teacher to express different opinions.
  - b) Following directions.

2.0 Use of Resources

The students shall

2.1 Investigate the library by:
  - a) Using the card catalog.
  - b) Using the *Reader's Guide*.
  - c) Using other reference materials.

2.2 Utilize literary models, media, and personal experiences as stimuli to better writing.

3.0 Critical Thinking

The students shall

3.1 Analyze literature through a study of various genres.

3.2 Interpret and evaluate character, theme, symbolism, style, mood, setting, and point of view.

3.3 Detect authors' biases, prejudices, fallacious reasoning, and rhetorical devices.

3.4 Construct valid, logical arguments.

4.0 Creative Expression and Response

The students shall

4.1 Use effective diction to create interesting and persuasive essays.

4.2 Practice varied sentence structures.

4.3 Use words rich in imagery.

5.0 Attitude Building

The students shall

5.1 Distinguish between works of literary merit and escape literature.

5.2 Recognize the importance of mastering effective writing skills for personal satisfaction and for success in career choices.

5.3 Experience satisfaction with individual ability to express themselves fluently and accurately in writing.

5.4 Realize that the written word can alter attitudes and effect change.

SENIOR HIGH LANGUAGE ARTS

Language Arts 2 Accelerated

Course Description

A continuation of Language Arts 1 Accelerated, this course is designed for the highly-motivated sophomore student with advanced Language Arts skills. Like Language Arts I Accelerated, admission to this course is based on teacher recommendation. Emphasis is on writing the five-paragraph essay and engaging in literary analysis of works from various genres. Further course work will include career investigation and review of vocabulary, spelling, grammar, and research skills as needed.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Write a variety of essays utilizing appropriate spelling, effective vocabulary, and correct grammar as a means of communication, persuasion, and personal expression. (1,2,4)
2. Utilize external sources as stimuli for writing. (5,7)
3. Demonstrate the ability to think critically by interpreting and evaluating fiction and non-fiction materials, including those of major nineteenth century American writers. (5,8,11,13)
4. Acquire a personal writing style through use of effective diction and syntax. (6,8,9,12,13)
5. Relate personal goals and aptitudes to the world of work. (3,8,9, 10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

- a) Writing paragraphs and essays using a variety of techniques.
- b) Using correct spelling, expanded vocabulary, and correct grammar.
- c) Using transitional devices which affect coherent writing.
- d) Reinforcing test-taking techniques.

1.2 Demonstrate reading skills by:

- a) Reading critically in order to show ability to recognize characters, development, theme, style, and tone.
- b) Reinforcing and understanding test-taking terminology.

1.3 Demonstrate speaking skills by:

- a) Expressing themselves logically and concisely in classroom discussion.
- b) Presenting information to the class orally.

1.4 Demonstrate listening/observing skills by:

- a) Respecting the right of other students and the teacher to express different opinions.
- b) Following directions.

2.0 Use of Resources

The students shall

2.1 Utilize library, classroom, and community resources effectively to obtain information for expository and critical writing.

2.2 Become familiar with the variety of school and community resources available for career exploration.

2.3 Utilize literary models, media, and personal experiences as stimulants to better writing.

2.4 Cite sources of information using correct footnoting and bibliography form.

3.0 Critical Thinking

The students shall

3.1 Analyze literature through a study of various genres with an emphasis on works by major nineteenth century American authors.

3.2 Interpret and evaluate elements of literature, including character, theme, symbols, style, tone, setting, and point of view.

3.3 Detect authors' biases, prejudice, fallacious reasoning, and rhetorical devices.

3.4 Construct valid, logical arguments.

3.5 Analyze personal goals and aptitudes and relate them to career choices.

414

SENIOR HIGH LANGUAGE ARTS

Basic English

Course Description

Basic English is open to juniors and seniors whose reading and writing skills fall below what is needed to succeed in the regular English program. Focus is on improvement of basic reading and writing skills and on preparation for entering the world of work. Students may enroll in a second year for Language Arts credit.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Practice various forms of written and oral expression. (1,4,5,11,12,13)
2. Gain information relating to life survival skills through use of library resources. (1,4,5,7,11,12,13)
3. Demonstrate growth in the appreciation and comprehension of literature. (3,6,8,9,10,12,13)
4. Create original pieces of literature.
5. Make progress in socialization skills. (2,5,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  - a) Learning and using new vocabulary words.
  - b) Writing correct sentence structure.
  - c) Organizing ideas into a paragraph.
  - d) Writing a five-paragraph essay.
  - e) Practicing handwriting.
  - f) Reviewing practical kinds of writing, such as business letters.
  - g) Using correct spelling.
  - h) Continuing to follow the rules of grammar and usage for better communication.

i) Writing just for fun or for relaxation.
j) Keeping a journal.

1.2 Demonstrate reading skills by:
a) Improving reading rate and comprehension.
b) Learning and using new vocabulary words.
c) Practicing word recognition, summarizing, sequencing, and differentiating main ideas and supporting details.

1.3 Demonstrate speaking skills by:
a) Developing confidence in speaking before a group.
b) Organizing thoughts so that they make sense when presented orally to others.

1.4 Demonstrate listening/observing skills by:
a) Assimilating ideas from oral presentations.
b) Practicing reflective listening.

2.0 Use of Resources

The students shall

2.1 Bring writing materials, books, and other required items to class each day.

2.2 Acquire general knowledge of resources to be found in the different areas of the library.

2.3 Write a simple report using library resources.

2.4 Take care of books, magazines, and newspapers used for class projects.

2.5 Utilize the dictionary when appropriate.

26. Use people as educational resources, such as other students, teachers, library staff, parents, and other community members.

3.0 Critical Thinking

The students shall

3.1 Recognize bias in propaganda.

3.2 Approach the media and other forms of cultural influence with a questioning attitude.

3.3 Examine aptitudes and interests in order to make appropriate career choices.

4.00 Creative Expression and Response

The students shall

4.1 Participate in producing original oral and written literature, such as drama, poetry, short story, and/or journal.

5.0 Attitude Building

The students shall

5.1 Accept responsibility for their actions.

5.2 Practice tolerance for different ways of doing things.

5.3 Respect all members of the class.

5.4 Practice a positive attitude in communication and relationships.

5.5 Keep the room clean and in order.

5.6 Show respect for guest speakers.

5.7 Attend class each day.

SENIOR HIGH LANGUAGE ARTS

Practical English

Course Description

This one-semester course is designed to help the student improve practical communication skills. Opportunities to improve writing, reading, speaking, listening, decision-making, and inference skills are provided. Emphasis is on language skills for everyday living, such as the writing of letters and reports, completing job applications, and developing the ability to distinguish between formal and informal expression in the appropriate situations.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop an awareness of the basic skills needed for daily communication. (1,2,4,9)
2. Demonstrate ability to utilize the local community resources. (4,7)
3. Recognize and understand how to cope with various life options. (4,5,8,9,10,12)
4. Explore various communication techniques and creative alternatives in handling life situations. (4,5,8,11,12)
5. Demonstrate an awareness of themselves and their relationship to the environment. (3,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate the ability to follow both oral and written directions.

1.2 Practice the appropriate writing skills needed for various situations, such as letters, job applications, advertisements, and reports.

1.3 Acquire the ability to use oral language appropriate for different situations.

418

1.4 Improve reading skills in order to become more aware of everyday events and how they affect personal decisions.

1.5 Learn to function both as an individual and as a part of a group organized to accomplish a common goal.

2.0 Use of Resources

The students shall

2.1 Investigate library resources for personal enjoyment and for research purposes.

2.2 Explore the influence of the media in order to understand the effects of:
- a) Advertising on consumer buying habits.
- b) TV drama on personal values and ethics.
- c) News journalism on public opinion.
- d) Editorials and commentaries on social and political change.

3.0 Critical Thinking

The students shall

3.1 Define problems, identify alternatives and possible outcomes, select choice options, and design a workable plan of action.

3.2 Become aware of how their word choice and behavior can help or hinder personal opportunities.

3.3 Learn to differentiate fact from opinion.

4.0 Creative Expression and Responses

The students shall

4.1 Practice effective oral communication skills in various situations, such as interviews, presentations, and employer-employee relations.

4.2 Practice creative problem-solving.

4.3 Learn to express emotions effectively.

5.0 Attitude Building

The students shall

5.1 Become aware of personal strengths and weaknesses.

5.2 Learn to value the power of words and actions.

5.3 Respect the opinion of others.

5.4 Learn to accept responsibility for their own actions.

SENIOR HIGH LANGUAGE ARTS

Intermediate Composition

Course Description

Intermediate Composition involves a refinement of the basic skills of composition and vocabulary development. The course reviews topic selection, paragraph writing, thesis development, and argumentation in the essay, based on a study of literature. The course culminates in a review of research skills and in the writing of a medium-length paper with footnotes and bibliography.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Read and analyze various models of prose and expository writing to develop a personal writing style. 1,2,4)
2. Demonstrate proficiency in using outside resources in expository and critical writing. (5,8,9,12,13)
3. Derive and expand a workable thesis from topics related to personal experience and interest or literary study. (5,8,11,13)
4. Improve individual research skills and techniques. (5,7)
5. Recognize writing as a means of persuasion, personal expression, and communication. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  - a) Writing logical, understandable compositions.
  - b) Utilizing a personal writing style, demonstrating an awareness of audience and voice.
  - c) Using correct grammar, mechanics usage, and spelling.
  - d) Using expanded vocabulary in writing.
  - e) Compiling information and preparing a research paper.
  - f) Taking notes effectively.

1.2 Demonstrate reading skills by:
   a) Reading and analyzing models of prose and expository writing.
   b) Developing vocabulary skills.
   c) Recognizing various styles of writing.

1.3 Demonstrate speaking skills by:
   a) Using expanded vocabulary.
   b) Participating in group discussions.

1.4 Demonstrate listening/observing skills by:
   a) Following directions.
   b) Participating in group discussions.

2.0 Use of Resources

The students shall

2.1 Use library resources effectively.

2.2 Accurately document research with footnotes and a bibliography.

3.0 Critical Thinking

The students shall

3.1 Formulate a workable thesis from a body of generalized data.

3.2 Coordinate and/or subordinate ideas.

3.3 Follow a definite plan of organization.

3.4 Recognize and edit inconsistent style.

3.5 Recognize and edit unimportant material.

4.0 Creative Expression and Response

The students shall

4.1 Use appropriate styles of syntax and diction in creative projects.

5.0 Attitude Building

The students shall

5.1 Respect the power of the written word.

5.2 Appreciate the importance of concisely stated, well-developed ideas in communication.

5.3 Realize reading as a pleasurable, life-long pursuit.

SENIOR HIGH LANGUAGE ARTS

Composition For The College Bound

Course Description

This course prepares the students for college writing experiences. Assignments emphasize techniques of rhetoric, such as extended definition, analysis, argumentation, and persuasion. Students are expected to apply research skills to major papers. This course employs critical reading as a stimulus for ideas and a source of models for expository writing. Students expand vocabulary skills and practice precise word choice.

Objectives

The following objectives are based upon the general goals of Language Arts for the district.

The students shall

1. Prepare compositions reflecting advanced rhetorical skills. (1,2,4)
2. Use the library and other resources in pursuit of instructional and personal goals. (3,5,6)
3. Apply critical reading and thinking skills to the analysis of literary models as a basis for composition. (5, 6-13)
4. Demonstrate a creative style of writing. (1,2,3,4,6,8,9)
5. Develop an appreciation of effective writing. (1-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Prewriting, writing, and rewriting.
  b) Using paradigms to develop selected essays, such as comparison/contrast, analysis, argumentation.
  c) Developing a thesis with supporting paragraphs.
  d) Adapting writing style to specific purpose and audience.
  e) Participating in exercises designed for vocabulary building.

   - f) Utilizing word choice and varied sentence structure to reflect personal voice.
   - g) Citing authoritative sources as needed.
   - h) Practicing the skills of editing and revising.
   - i) Taking notes effectively.

1.2 Demonstrate reading skills by:
   - a) Utilizing model for specific skill development and practice.
   - b) Summarizing accurately and succinctly.
   - c) Understanding sequential development.
   - d) Continuing to recognize the need for flexible reading methods by practice through reading assignments.
   - e) Apply critical reading skills to all reading assignments.

1.3 Demonstrate speaking skills by:
   - a) Communicating clearly in group discussion.
   - b) Using proper diction.

1.4 Demonstrate listening/observing skills by:
   - a) Assimilating oral presentations.
   - b) Practicing active listening.

2.0 Use of Resources

The students shall

2.1 Refining techniques of gathering and organizing information.

2.2 Continuing to develop library skills.

3.0 Critical Thinking

The students shall

3.1 Refine logical and critical thinking skills.

3.2 Apply logical and critical thinking to patterns of writing, such as extended definition, analysis, argumentation.

3.3 Analyze various propaganda and bias.

3.4 Synthesize information.

4.0 Creative Expression and Response

The students shall

4.1 Develop individual writing style.

4.2 Incorporate figurative language and vivid diction into their writing.

5.0 Attitude Building

The students shall

5.1 Develop a sense of pride and confidence in their own writing.

5.2 Acquire respect for the works of master writers.

5.3 Appreciate the complexity of the writing process.

SENIOR HIGH LANGUAGE ARTS

Research Techniques

Course Description

This course investigates techniques of researching and of writing the research paper. Students locate source materials, take notes, write thesis statements, and organize information.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate an understanding of the process involved in formulating, organizing, and critically writing the research paper. (1,2,4)
2. Demonstrate the ability to locate research materials. (7)
3. Demonstrate an understanding of the analytical and evaluative process used in effective formulative research writing. (1,5,8)
4. Demonstrate an understanding of the standard forms used in research and critical writing. (1,5,8)
5. Demonstrate an understanding that diverse personal styles, attitudes, and analyses of subject material are involved in the writing of the research paper. (9,12)

Learning Outcomes

1.0 Basic Skill Acquisition

The students shall

1.1 Demonstrate writing skills by:
  - a) Practicing teacher-directed writing assignments.
  - b) Formulating workable theses on chosen topics.
  - c) Using note cards to organize properly the research paper.
  - d) Formulating and writing a first research project.

1.2 Demonstrate reading skills by:
  - a) Selective notetaking from research materials.
  - b) Summarizing.
  - c) Paraphrasing.

1.3 Demonstrate listening/observing skills by:
  - a) Following specific directions.

2.0 Use of Resources

The students shall

2.1 Understand and locate a variety of resources in formulating their research project.

2.2 Locate community research centers and learn to use them effectively.

2.3 Select material appropriate for a given audience.

3.0 Critical Thinking

The students shall

3.1 Differentiate between fact and opinion.

3.2 Differentiate between reliable and unreliable authority used as evidence.

3.3 Select evidence that appropriately develops the thesis.

3.4 Identify common fallacies in objective reasoning and eliminate these from personal research writing.

3.5 Be able to synthesize data into the final research project.

4.0 Creative Expression and Response

The students shall

4.1 Exercise objective judgment in the writing process involved in research work.

4.2 Understand application of standard methods of formulating critical writing and research writing techniques in the development of unique, forceful writings.

4.3 Prepare and present an oral research project.

5.0 Attitude Building

The students shall

5.1 Appreciate the value of objective research writing.

5.2 Understand the importance of technique in formulating research projects.

5.3 Appreciate the objective analysis of a given topic.

SENIOR HIGH LANGUAGE ARTS

Grammar

Course Description

This class studies basic elements of traditional grammar and is directed toward understanding sentence components, correct structure, and usage. Grammar is designed as a refresher course for the college-bound.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Recognize and understand the use of the various elements/components of grammar. (1,4,9,13)
2. Develop the ability to verify correct usage. (2,6,7,8,9,10,11,12,13)
3. Evolve critical ability for correct usage. (1,2,3,4,5,13)
4. Apply understanding of correct grammar to oral and written expression. (1,2,4,7)
5. Appreciate the necessity for correctness of grammar. (2,3,6,8,10,12)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Recognizing the two basic parts of a sentence: subject and predicate and their support systems.
  b) Identifying the following clauses: independent, subordinate (adjective, noun, adverb).
  c) Identifying the following phrases: prepositional, verbal, and appositive.
  d) Using subject-verb agreement.
  e) Using clear pronoun reference.
  f) Avoiding sentence fragments, run-on sentences, misplaced and dangling modifiers.
  g) Practicing effective diction and spelling.
  h) Learning standard punctuation.
  i) Understanding sentence conciseness, parallelism, coordination, and subordination.

1.2 Demonstrate reading skills by identifying parts of speech.

1.3 Demonstrate speaking skills by using correct syntax in question, answer, and discussion.

1.4 Demonstrate listening/observing skills by recognizing correct and incorrect grammar in media.

2.0 Use of Resources

The students shall

2.1 Use the dictionary for assistance in meanings and functions of words.

2.2 Investigate the verbal media for correct use of standarized and non-standarized English.

2.3 Identify correctness/incorrectness of usage in print advertisements.

3.0 Critical Thinking

The students shall

3.1 Differentiate between various parts of speech and their functions within a given sentence.

3.2 Distinguish between sentence components and their relationship to independent writing.

3.3 Develop precise and concise writing skills.

3.4 Recognize the importance of effective word order in sentences, paragraphs, and longer works.

3.5 Develop a critical ability for correct usage in written and oral expression.

4.0 Creative Rxpression and Response

The students shall

4.1 Apply the grammar skills gained from isolated sentence exercises to their own written and oral expression.

5.0 Attitude Building

The students shall

5.1 Appreciate correctness/incorrectness of grammar in the print and electronic media.

5.2 Develop a confidence in their own ability to speak and write correctly.

SENIOR HIGH LANGUAGE ARTS

Word Origins

Course Description

This class is designed for the student who wishes an in-depth study of vocabulary. It is a systematic study of English words, primarily of Latin and Greek origin, through an analysis of their prefixes, bases, and suffixes. Students add words to their passive vocabulary. Additionally, students learn how to use these words in an active vocabulary.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate a significant increase in passive reading and active speaking and writing vocabulary. (1,2,4,9,11)
2. Demonstrate the ability to use the dictionary as a tool for determining the etymology of words in addition to learning to appreciate its value as an aid to reading, writing, and speaking. (3,4,5,7)
3. Recognize how knowledge of some Greek and Latin can add many words to vocabularies. (4,8,9,10,11,13)
4. Recognize how creative expression lends itself to a study of words. 6,9,11,12)
5. Indicate an appreciation for the way the English language has evolved. (6,8,9,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Improving spelling through a recognition of the way prefixes and suffixes link to bases.
  b) Reinforcing a knowledge of different parts of speech and how they function in a sentence.

1.2 Demonstrate reading skills by memorizing the meanings of a large number of prefixes, bases, and roots.

1.3 Demonstrate speaking skills by pronouncing words and discussing definitions.

2.0 Use of Resources

The students shall

2.1 Learn to use the dictionary and/or thesauruses in:
  - a) Defining words.
  - b) Determining the etymology of words.
  - c) Determining parts of speech.
  - d) Discovering cultural changes.
  - e) Reinforcing meanings of prefixes, bases, and suffixes.
  - f) Ascertaining the diverse spellings of prefixes, bases, and suffixes.
  - g) Determining synonyms and antonyms.
  - h) Pronouncing words.

3.0 Critical Thinking

The students shall

3.1 Analyze a word and determine its meaning based upon their knowledge of prefixes, bases, and suffixes.

3.2 Evaluate how cultural changes in words have affected the language.

3.3 Interpret the significance that changing meanings affect the language.

3.4 Define words by using knowledge of the language.

3.5 Recognize that many words can be made from a given prefix or base.

4.0 Creative Expression

The students shall

4.1 Apply creativity to defining words through use of prefixes, bases, and suffixes.

4.2 Develop original sentences using words learned in word study.

4.3 Originate words by combining prefixes, bases, and suffixes.

5.0 Attitude Building

The students shall

5.1 Develop an appreciation for
  - a) The vast number of words in our language derived from Latin and Greek influence.
  - b) Reading, writing, and speaking by using an improved and expanded vocabulary.
  - c) The changing aspects of English which make it a living language.

5.2 Recognize the influence expanded vocabulary has on learning potential.

5.3 Realize that the effective use of language can be stimulating.

5.4 Enjoy the potential of dictionaries.

SENIOR HIGH LANGUAGE ARTS

Creative Writing

Course Description

Creative Writing is an introductory course in the writing of fiction that encourages each individual to develop a unique style. Students analyze works for particular artistic devices and effects to understand the writers' skills in narration, dialogue, description, and specific detail. This course introduces activities and projects to stimulate latent talent and ideas, encourage freedom of expression, and develop sensitivity to the power of words in the written medium.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop the ability to recognize and apply literary elements to particular genres and styles of writing. (1,4,8)
2. Observe accurately and draw on experience and the lively play of human interaction. (2,3,6,7,9,10,12,13)
3. Demonstrate the ability to critique the works of others in terms of content and styles. (1,2,6,9,10,12,13)
4. Apply techniques of editing in creating polished efforts. (1)
5. Appreciate various strategies and styles in creative thought and writing. (1,4,5,8,9,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
- a) Editing correct form and style.
- b) Utilizing appropriate diction.
- c) Developing a personal style.
- d) Creating individual work.

1.2 Demonstrate reading skills by:
    a) Critiquing the works of accomplished authors.
    b) Critiquing works of fellow classmates.

1.3 Demonstrate speaking skills by:
    a) Articulating opinions and analyses of authors' work.
    b) Sharing reactions to and feelings about class work.

1.4 Demonstrate listening/observing skills by:
    a) Imitating successful writing styles and forms.
    b) Deriving inspiration from infinite detail of experiences.

2.0 Use of Resources

The students shall

2.1 Explore works of fiction for purposes of contrasting and comparing styles and genres.

2.2 Share and critique creative efforts of classmates.

2.3 Become familiar with current writing markets.

3.0 Critical Thinking

The students shall

3.1 Interpret literary works for particular effects and creative devices.

3.2 Evaluate diction and style for effect and audience.

3.3 Analyze personal and class work for purpose and effect.

4.0 Creative Expression and Response

The students shall

4.1 Develop strategies and techniques which will stimulate the writing process.

4.2 Engage in exploratory thinking before writing.

4.3 Adapt writing style to subject and content.

4.4 Generate combinations of forms and devices to create original work.

5.0 Attitude Building

The students shall

5.1 Develop the ability to appreciate the work of others.

5.2 Respect the creative process and the constraints it places on the author.

5.3 Appreciate the impact of the spoken and written word.

Beginning Journalism: Reporting
(One-Semester Course)

Course Description

This one-semester course explores the fundamentals of newswriting and newspaper or news magazine production. Areas of emphasis include newswriting, conducting interviews, and constructing various types of newspaper stories, such as straight news, features, sports, editorials, and columns. Additional units may include history of journalism, newspaper terminology, headline writing, proof and copy reading, advertising design, page layout, and photojournalism.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop language skills in listening, observing, interviewing, reading, and writing, and participate effectively in individual writing, group discussion, and media consumption. (1,2,4,5)
2. Utilize library resources, the media, and community and school personnel. (4,7)
3. Differentiate between newswriting and literary writing and recognize propaganda and bias in the print and electronic media. (5,7,8,10,11)
4. Demonstrate originality in word choice, story and interview approach, and page format. (4,5,7,8,9,11,12)
5. Demonstrate responsibility for meeting deadlines and producing accurate and fair stories. (4,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Interpreting notes and research.
  b) Preparing news stories in several fashions, such as inverted pyramid, chronological order, feature, humorous.

- c) Preparing concise, descriptive, and eye-catching headlines.
- d) Organizing various types of journalistic stories clearly, concisely, and accurately with appropriate paragraphing, sentence structure, diction.
- e) Editing copy for errors of fact and style.

1.2 Deomnstrate reading skills by:
- a) Studying newspapers, magazines, and textbooks.
- b) Idenfifying news styles and formats.
- c) Recognizing propaganda and biases in print.
- d) Choosing sources to support editorial opinions and/or research subjects.
- e) Editing copy for errors.

1.3 Demonstrate speaking skills by:
- a) Asking well-designed questions in an interview situation.
- b) Communicating clearly in group discussion.
- c) Using proper telephone techniques.
- d) Using specialized vocabulary.

1.4 Demonstrate listening/observing skills by:
- a) Recording quotations accurately and in correct context.
- b) Recording information accurately and fairly.
- c) Perceiving the dimensions of assignments, their length and approach.
- d) Being cognizant of school life, events, and student opinion.
- e) Being cognizant of community and world events and their possible effects.
- f) Perceiving people and events as information resources.
- g) Utilizing space, focus, and balance on page layouts.
- h) Choosing appropriate photographs and graphics.
- i) Following directions promptly and accurately.

2.0 Use of Resources

The students shall

2.1 Locate and utilize library information relating to assignments.

2.2 Become familiar with newspapers, magazines, television, radio, and other communication media.

2.3 Identify and utilize people inside and outside of the school who can provide necessary information for completion of assignments.

2.4 Become familiar with whatever technical equipment may be available within the school for newspaper production, such as camera. darkroom, light table.

2.5 Base story assignments on a number of resources.

3.0 Critical Thinking

The students shall

3.1 Become aware of the influence of the newspaper or news magazine on information dissemination, social attitudes, and actions.

3.2 Build standards based on journalistic ethics for judging newspapers and news magazines.

3.3 Recognize rumor, truth, opinion, fact, progaganda, and bias in news stories and check own stories for same.

3.4 Distinguish between primary and secondary news.

3.5 Discriminate between fact, opinion, and interpretation and assign each to its proper place in the newspaper.

3.6 Know and understand the libel law and write within its bounds and the bounds of good taste.

3.7 Distinguish through reading and written expression between the various styles of writing, such as literary, news, feature, editorials, sports, reviews.

3.8 Interpret notes and research.

3.9 Understand the role of a free press in a free society.

3.10 Make appropriate choices regarding photos and captions.

4.0 Creative Expression and Response

The students shall

4.1 Identify unusual or interesting news opportunities in the school community.

4.2 Utilize expressive and imaginative language in assignments.

4.3 Plan and execute unique story organization when appropriate.

5.0 Attitude Building

The students shall

5.1 Recognize the importance of deadlines.

5.2 Assume the responsibility for completion of assignments under deadlines.

433

5.3 Appreciate the need for objectivity in news stories.

5.4 Demonstrate meticulous attention to accuracy in reporting and writing.

5.5 Recognize the role of the individual within the group effort of producing a newspaper or news magazine.

5.6 Develop an appreciation of good journalistic writing in the world press, local press, and student press.

5.7 Learn to accept criticism for their own writing and constructively praise or citicize the work of others.

5.8 Appreciate the importance of the free press.

SENIOR HIGH LANGUAGE ARTS

Beginning Journalism: Reporting
(Two-Semester Course)

Course Description

This two-semester course is designed for students who wish an in-depth survey of many of the aspects of journalism. Areas of emphasis include newswriting, conducting interviews, and constructing various types of newspaper stories, such as straight news, features, sports, editorials, and columns. In addition, intensive study of journalism history, newspaper terminology, headline writing, copy and proofreading, advertising, page layout, and photo journalism is an integral part of this course. Students may re-enroll in this course for elective Language Arts credit.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop language skills in listening, observing, interviewing, reading, and writing, and participate effectively in individual writing, group discussion, and media consumption. (1,2,4,5)
2. Utilize library resources, the media, and community and school personnel. (4,7)
3. Differentiate between newswriting and literary writing and recognize propaganda and bias in the print and electronic media. (5,7,8,10,11)
4. Demonstrate originality in word choice, story and interview approach, and page format. (4,5,7,8,9,11,12)
5. Demonstrate responsibility for meeting deadlines and producing accurate and fair stories. (4,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

- a) Interpreting notes and research.
- b) Preparing news stories in several fashions, such as inverted pyramid, chronological order, feature, humorous.
- c) Preparing concise, descriptive, and eye-catching headlines.
- d) Organizing various types of journalistic stories clearly, concisely, and accurately with appropriate paragraphing, sentence structure, diction.
- e) Editing copy for errors of fact and style.

1.2 Demonstrate reading skills by:
- a) Studying newspapers, magazines, and textbooks.
- b) Idenfifying news styles and formats.
- c) Recognizing propaganda and biases in print.
- d) Choosing sources to support editorial opinions and/or research subjects.
- e) Editing copy for errors.

1.3 Demonstrate speaking skills by:
- a) Asking well-designed questions in an interview situation.
- b) Communicating clearly in group discussion.
- c) Using proper telephone techniques.
- d) Using specialized vocabulary.

1.4 Demonstrate listening/observing skills by:
- a) Recording quotations accurately and in correct context.
- b) Recording information accurately and fairly.
- c) Perceiving the dimensions of assignments, their length and approach.
- d) Being cognizant of school life, events, and student opinion.
- e) Being cognizant of community and world events and their possible effects.
- f) Perceiving people and events as information resources.
- g) Utilizing space, focus, and balance on page layouts.
- h) Choosing appropriate photographs and graphics.
- i) Following directions promptly and accurately.

2.0 Use of Resources

The students shall

2.1 Locate and utilize library information relating to assignments.

2.2 Become familiar with newspapers, magazines, television, radio, and other communication media.

2.3 Identify and utilize people inside and outside of the school who can provide necessary information for completion of assignments.

2.4 Become familiar with whatever technical equipment may be available within the school for newspaper production, such as camera, darkroom, light table.

2.5 Base story assignments on a number of resources.

3.0 Critical Thinking

The students shall

3.1 Become aware of the influence of the newspaper or news magazine on information dissemination, social attitudes, and actions.

3.2 Build standards based on journalistic ethics for judging newspapers and news magazines

3.3 Recognize rumor, truth, opinion, fact, progaganda, and bias in news stories and check own stories for same.

3.4 Distinguish between primary and secondary news.

3.5 Discriminate between fact, opinion, and interpretation and assign each to its proper place in the newspaper.

3.6 Know and understand the libel law and write within its bounds and the bounds of good taste.

3.7 Distinguish through reading and written expression between the various styles of writing, such as literary, news, feature, editorials, sports, reviews.

3.8 Interpret notes and research.

3.9 Understand the role of a free press in a free society.

3.10 Make appropriate choices regarding photos and captions.

4.0 Creative Expression and Response

The students shall

4.1 Identify unusual or interesting news opportunities in the school community.

4.2 Utilize expressive and imaginative language in assignments.

4.3 Plan and execute unique story organization when appropriate.

5.0 Attitude Building

The students shall

5.1 Recognize the importance of deadlines.

5.2 Assume the responsibility for completion of assignments under deadlines.

5.3 Appreciate the need for objectivity in news stories.

5.4 Demonstrate meticulous attention to accuracy in reporting and writing.

5.5 Recognize the role of the individual within the group effort of producing a newspaper or news magazine.

5.6 Develop an appreciation of good journalistic writing in the world press, local press, and student press.

5.7 Learn to accept criticism for their own writing and constructively praise or citicize the work of others.

5.8 Appreciate the importance of the free press.

Intermediate Journalism: Advanced Reporting and Editing
(One-Semester Course)

Course Description

Advanced Reporting is a one-semester continuation of Beginning Journalism with emphasis on news, feature, sports, and editorial writing, and editing for the high school newspaper or news magazine. In addition, students may design layouts, write headlines and captions, take photographs, and produce the publication to camera-ready page proofs. Students are also required to take part in the financial responsibilities of the school paper by soliciting advertisements. Students may re-enroll in this course for elective Language Arts credit.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate a working understanding of the basic skills of speaking, interviewing, listening, observing, reading and writing, culminating in the clear writing of their work for publication in the student press. (1,2,4)
2. Utilize all sources inside and outside of the school to write accurate stories and produce a student publication. (5,7)
3. Form critical opinions as well as write objectively and analytically regarding school and community, national and international topics, and express these opinions in the form of well-researched, polished stories suitable for publication in the student press. (5,8,11,13)
4. Employ creativity to story assignments to enhance readability of the school newspaper or news magazines. (6,8,9,12,13)
5. Maintain a professional and responsible journalistic attitude toward the student press. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Submitting weekly story assignments.
  b) Employing accepted conventions of grammar, punctuation, usage, and spelling in writing.
  c) Expressing facts clearly, thoroughly, concisely, and accurately.
  d) Organizing various types of journalistic stories with appropriate paragraphing, sentence structure, and diction.
  e) Preparing stories appropriate for print.
  f) Summarizing stories by writing effective, eye-catching headlines.
  g) Editing copy for errors of fact and style.
  h) Editing proofs for printing errors.
  i) Keeping accurate books of advertising accounts.

1.2 Demonstrate reading skills by:
  a) Editing copy for errors.
  b) Editing proofs for printing errors.
  c) Choosing sources to support editorial opinions.
  d) Recognizing propaganda and biases in print.

1.3 Demonstrate speaking skills by:
  a) Asking well-designed questions in interview situations.
  b) Using proper telephone techniques.
  c) Utilizing specialized vocabulary.
  d) Persuading advertisers to support the school publication.
  e) Giving clear directions to other staff members.
  f) Communicating with the printer.

1.4 Demonstrate listening/observing skills by:
  a) Telling facts in their entirety.
  b) Recording quotations accurately and in correct context.
  c) Recording data accurately and fairly.
  d) Being cognizant of school life, events, and student opinion.
  e) Being cognizant of community and world events.
  f) Utilizing space, focus, and balance on layouts for each page.
  g) Understanding the importance of thorough organization in the efficient production of a school newspaper or news magazine.

2.0 Use of Resources

The students shall

2.1 Identify news sources for the school paper.

2.2 Use the publisher as a professional resource.

2.3 Use standard references in the preparation of story assignments.

2.4 Identify and utilize people from inside and outside the school who can provide necessary information for completion of assignments.

2.5 Develop sound, effective interviewing techniques.

2.6 Become familiar with communication media.

2.7 Base story assignments on more than one resource.

3.0 Critical Thinking

The students shall

3.1 Become aware of the influence of the newspaper or news magazine on information dissemination, social attitudes, and actions.

3.2 Build personal standards based on journalistic ethics for judging newspapers and news magazines.

3.3 Recognize rumor, truth, opinion, fact, propaganda, and bias in news stories and check their own stories for rumor, opinion, propaganda, and bias.

3.4 Distinguish between primary and secondary news.

3.5 Discriminate between fact, opinion, and interpretation, and assign each to its proper place in the newspaper.

3.6 Know, understand, and abide by the libel law.

3.7 Review a book, film, movie, concert, or play.

3.8 Write forceful, well-developed editorials on topics appropriate to the student body.

3.9 Make appropriate choices regarding photos and captions.

4.0 Creative Expression

The students shall

4.1 Write interesting and informative journalistic stories.

4.2 Write feature stories with imagination and originality.

4.3 Identify unusual or interesting news opportunities in the school, the community, and the world.

4.4 Utilize expressive and imaginative language for publication.

4.5 Work toward creative problem-solving among staff members.

5.0 Attitude Building

The students shall

5.1 Demonstrate responsible journalistic attitudes.

5.2 Write fair, unbiased journalistic stories.

5.3 Develop fair, well-developed, and researched editorials and reviews.

5.4 Develop fairness in choosing the proper approach to feature stories.

5.5 Learn to respect the opinions of others.

5.6 Learn to accept criticism of their writing and constructively praise or criticize the work of others.

5.7 Work within a budget.

5.8 Develop an appreciation of good writing in the world press, local press, and student press.

5.9 Understand the importance of staff interaction and develop an ability to work together with staff members and adults.

5.10 Understand the importance of personal responsibility and observing deadlines in the production of the newspaper/news magazine.

Intermediate Journalism: Advanced Reporting & Editing
(Two-Semester Course)

Course Description

This two-semester course is a continuation of the Beginning Journalism course with emphasis on news, features, sports, editorial writing, and editing for the high school newspaper or news magazine. Students are responsible for designing layouts, writing headlines and captions, taking photographs, producing page proofs, and taking financial responsibility for producing the paper by soliciting advertisements. Students may re-enroll in this course for elective Language Arts credit.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate a working understanding of the basic skills of speaking, interviewing, listening, observing, reading and writing, culminating in the clear writing of their work for publication in the student press. (1,2,4)
2. Utilize all sources inside and outside of the school to write accurate stories and produce a student publication. (5,7)
3. Form critical opinions as well as write objectively and analytically regarding school and community, national and international topics, and express these opinions in the form of well-researched, polished stories suitable for publication in the student press. (5,8,11,13)
4. Employ creativity to story assignments to enhance readability of the school newspaper or news magazine. (6,8,9,12,13)
5. Maintain a professional and responsible journalistic attitude toward the student press. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquistion and Application

The students shall

1.1 Demonstrate writing skills by:

443

- a) Submitting weekly story assignments.
- b) Employing accepted conventions of grammar, punctuation, usage, and spelling in writing.
- c) Expressing facts clearly, thoroughly, concisely, and accurately.
- d) Organizing various types of journalistic stories with appropriate paragraphing, sentence structure, and diction.
- e) Preparing stories appropriate for print.
- f) Summarizing stories by writing effective, eye-catching headlines.
- g) Editing copy for errors of fact and style.
- h) Editing proofs for printing errors.
- i) Keeping accurate books of advertising accounts.

1.2 Demonstrate reading skills by:
- a) Editing copy for errors.
- b) Editing proofs for printing errors.
- c) Choosing sources to support editorial opinions.
- d) Recognizing propaganda and biases in print.

1.3 Demonstrate speaking skills by:
- a) Asking well-designed questions in interview situations.
- b) Using proper telephone techniques.
- c) Utilizing specialized vocabulary.
- d) Persuading advertisers to support the school publication.
- e) Giving clear directions to other staff members.
- f) Communicating with the printer.

1.4 Demonstrate listening/observing skills by:
- a) Telling facts in their entirety.
- b) Recording quotations accurately and in correct context.
- c) Recording data accurately and fairly.
- d) Being cognizant of school life, events, and student opinion.
- e) Being cognizant of community and world events.
- f) Utilizing space, focus, and balance on layouts for each page.
- g) Understanding the importance of thorough organization in the efficient production of a school newspaper or news magazine.

2.0 Use of Resources

The students shall

2.1 Identify news sources for the school paper.

2.2 Use the publisher as a professional resource.

2.3 Use standard references in the preparation of story assignments.

2.4 Identify and utilize people from inside and outside the school who can provide necessary information for completion of assignments.

2.5 Develop sound, effective interviewing techniques.

2.6 Become familiar with communication media.

2.7 Base story assignments on more than one resource.

3.0 Critical Thinking

The students shall

3.1 Become aware of the influence of the newspaper or news magazine on information dissemination, social attitudes, and actions.

3.2 Build personal standards based on journalistic ethics for judging newspaper and news magazines.

3.3 Recognize rumor, truth, opinion, fact, propaganda, and bias in news stories and check their own stories for rumor, opinion, propaganda, and bias.

3.4 Distinguish between primary and secondary news.

3.5 Discriminate between fact, opinion, and interpretation, and assign each to its proper place in the newspaper.

3.6 Know, understand, and abide by the libel law.

3.7 Review a book, film, movie, concert, and play.

3.8 Write forceful, well-developed editorials on topics appropriate to the student body.

3.9 Make appropriate choices regarding photos and captions.

4.0 Creative Expression and Response

The students shall

4.1 Write interesting and informative journalistic stories.

4.2 Write feature stories with imagination and originality.

4.3 Identify unusual or interesting news opportunities in the school, the community, and the world.

4.4 Utilize expressive and imaginative language for publication.

4.5 Experiment with attractive and original graphics, photography, and page designs.

4.6 Work toward creative problem solving among staff members.

5.0 Attitude Building

The students shall

5.1 Demonstrate responsible journalistic attitudes.

5.2 Write fair, unbiased journalistic stories.

5.3 Develop fair, well-developed, and researched editorials and reviews.

5.4 Develop fairness in choosing the proper approach to feature stories.

5.5 Learn to respect the opinions of others.

5.6 Learn to accept criticism of their writing and constructively praise or criticize the work of others.

5.7 Work within a budget.

5.8 Develop an appreciation of good writing in the world press, local press, and student press.

5.9 Understand the importance of staff interaction and develop an ability to work together with staff members and adults.

5.10 Understand the importance of personal responsibility and observing deadlines in the production of the newspaper/news magazine.

SENIOR HIGH LANGUAGE ARTS

Advanced Journalism: Publishing
(One-Semester Course)

Course Description

In this editing-publishing course, students are responsible for publishing the school newspaper or news magazine and for refining journalistic skills previously acquired. To meet the regular, predetermined production schedule, students are obliged to write stories, to sell and collect advertising, to keep the financial records, and to work for several hours each week outside class on some phase of the publication's production. Students fill top positions in editing, news assigning, accounting, advertising, copyreading, and page design. Students may re-enroll in this course for elective Language Arts credit.

Objectives

The following objectives are based upon general goals of language arts for the district.

The students shall

1. Utilize basic skills in the editing process. (1,2)
2. Demonstrate research abilities. (7,8)
3. Demonstrate critical abilities in story assignments and editing. (5,10,11,12)
4. Demonstrate creative application of journalistic abilities. (3,4, 6,8,9,12)
5. Demonstrate a responsible journalistic attitude. (7,8,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

12/80

a) Writing in-depth stories for the newspaper or news magazine.
b) Editing the writing of other reporters.

1.2 Demonstrate reading skills by:
  a) Copyreading and proofreading all articles to be published.
  b) Recognizing propaganda devices, fallacious reasoning, bias, and sketchiness in stories submitted for publication.

1.3 Demonstrate speaking skills by:
  a) Learning and practicing leadership skills.
  b) Using persuasion in organizing the paper and assigning effective stories.
  c) Enlisting the cooperation of potential news sources.
  d) Issuing clear, effective instructions.

1.4 Demonstrate listening/observing skills by:
  a) Being responsible for selection of stories for publication.
  b) Designing effective page and ad layouts.

2.0 Use of Resources

The students shall

2.1 Select stories for publication that reflect thorough research.

2.2 Use standard reference materials in preparation of story assignments.

2.3 Identify and utilize people from inside and outside the school who can provide necessary information for completion of assignments.

2.4 Employ sound interviewing techniques.

3.0 Critical Thinking

The students shall

3.1 Analyze and critique reporters' work.

3.2 Defend article selection.

3.3 Submit editorials, news, reviews, columns, sports, and features for publication.

4.0 Creative Expression and Response

The students shall

4.1 Develop story ideas for the newspaper or news magazine.

4.2 Develop clear, thought-provoking angles for these stories.

4.3 Develop effective news layout and photographic techniques.

4.4 Work toward creative problem-solving among staff members.

5.0 Attitude Building

The students shall

5.1 Write and edit to develop fair and unbiased news.

5.2 Solicit ads required to finance the publication.

5.3 Direct regular staff and self-critiques of the newspaper or news magazine.

See also Course Description/objectives/outcomes for Intermediate Journalism.

Advanced Journalism: Publishing
(Two-Semester Course)

Course Description

Students in this two-semester course are responsible for publishing the school newspaper or news magazine and for refining journalistic skills previously acquired. To meet the regular, predetermined production schedule, students are obliged to write stories, to sell and collect advertising, to keep the financial records, and to work for several hours each week outside class on some phase of the publication's production. Students fill top positions in editing, news assigning, accounting, advertising, copy reading, page design, and photography. Students may re-enroll in this course for elective Language Arts credit.

Objectives

The following objectives are based upon general goals of language arts for the district.

The students shall

1. Utilize basic skills in the editing process. (1,2)
2. Demonstrate research abilities. (7,8)
3. Demonstrate critical abilities in story assignments and editing. (5,10,11,12)
4. Demonstrate creative application of journalistic abilities. (3,4, 6,8,9,12)
5. Demonstrate a responsible journalistic attitude. (7,8,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Writing in-depth stories for the newspaper or news magazine.
  b) Editing the writing of other reporters.

1.2 Demonstrate reading skills by:
   a) Copyreading and proofreading all articles to be published.
   b) Recognizing propaganda devices, fallacious reasoning, bias, and sketchiness in stories submitted for publication.

1.3 Demonstrate speaking skills by:
   a) Learning and practicing leadership skills.
   b) Using persuasion in organizing the paper and assigning effective stories.
   c) Enlisting the cooperation of potential news sources.
   d) Issuing clear, effective instructions.

1.4 Demonstrate listening/observing skills by:
   a) Being responsible for selection of stories for publication.
   b) Designing effective page and ad layouts.

2.0 Use of Resources

The students shall

2.1 Select stories for publication that reflect thorough research.

2.2 Use standard reference materials in preparation of story assignments.

2.3 Identify and utilize people from inside and outside the school who can provide necessary information for completion of assignments.

2.4 Employ sound interviewing techniques.

3.0 Critical Thinking

The students shall

3.1 Analyze and critique reporters' work.

3.2 Defend article selection.

3.3 Submit editorials, news, reviews, columns, sports, and features for publication.

4.0 Creative Expression and Response

The students shall

4.1 Develop story ideas for the newspaper or news magazine.

4.2 Develop clear, thought-provoking angles for these stories.

4.3 Develop effective news layout and photographic techniques.

4.4 Work toward creative problem solving among staff members.

456

5.0 Attitude Building

The students shall

5.1 Write and edit to develop fair and unbiased news.

5.2 Solicit ads required to finanace the publication.

5.3 Direct regular staff and self-critiques of the newspaper or news magazine.

See also Course Description/objectives/outcomes for Intermediate Journalism.

SENIOR HIGH LANGUAGE ARTS

Yearbook

Course Description

This two-semester class produces the yearbook. Work includes writing copy, taking pictures, preparing layouts, and working within the budget of this publication by working with the yearbook company, its salesman, and professional photographers. This class demands punctuality, reliability, maturity, and creativity in completing assignments. Since meeting deadlines is the primary concern, students must be willing to make the commitment to spend hours outside of class to achieve its goals and objectives. Students must have permission from the instructor before they will be allowed to register for this class. Students may re-enroll in this course for elective Language Arts credit.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate ability to listen, observe, speak, read and write individually and in groups to produce a yearbook. (1,2,4,7-13)
2. Develop skill in gathering and selecting information. (5,7)
3. Formulate the organizational plan for the yearbook. (5,7,8,9,10,11,13)
4. Produce a yearbook which records the school year and represents the various segments of the student body. (4-13)
5. Sharpen their ability to work productively with others on a common project. (4,5,8-13)

Learning Outcomes

1.0 Skills Acqusition and Application

The students shall

1.1 Demonstrate writing skills by:

- a) Employing accepted conventions of grammar, punctuation, usage, and spelling in writing.
- b) Preparing headlines, copy, and captions.
- c) Writing directions for the printer.
- d) Expressing a theme.
- e) Editing copy for errors of fact and style.
- f) Editing proofs for printing errors.

1.2 Demonstrate reading skills by:
- a) Reading specialized directions for staff members and publishers.
- b) Following written directions.
- c) Understanding instruction manuals.
- d) Learning specialized vocabulary.
- e) Editing proofs for printing errors.

1.3 Demonstrate speaking skills by:
- a) Asking well-designed questions which will solicit cooperation from staff members.
- b) Using persuasion to engage subjects in photographs.
- c) Promoting yearbook sales.
- d) Utilizing specialized vocabulary.
- e) Giving clear directions to other staff members.
- f) Interviewing subjects for information needed in school annual.
- g) Communicating with the publisher.

1.4 Demonstrate listening/observing skills by:
- a) Following directions.
- b) Listening actively.
- c) Perceiving non-verbal messages.
- d) Being cognizant of school life and events.
- e) Finding appropriate subjects for pictures.
- f) Making effective small group decisions.
- g) Understanding use of contrast and color in photographs and page layouts.
- h) Utilizing space, focus, and balance on page layouts.
- i) Understanding that thorough organization is essential for the efficient production of the school annual.
- j) Recording events accurately.

2.0 Use of Resources

The students shall

2.1 Interview the school community.

2.2 Peruse other schools' yearbooks.

2.3 Utilize expertise of publishing company's representative.

2.4 Recognize and use community resources.

2.5 Familiarize themselves with photography and dark room facilities.*

*This skill may be limited to photography staff only.

3.0 Critical Thinking

The students shall

3.1 Decide on a theme.

3.2 Incorporate theme into plan of the book.

3.3 Determine appropriateness of copy and photographs.

3.4 Make appropriate choices regarding photos and captions.

3.5 Know, understand, and apply the libel law to the production of the yearbook.

4.0 Creative Expression and Response

The students shall

4.1 Express theme in effective words and pictures.

4.2 Work toward creative problem solving.

4.3 Stimulate interest in buying yearbooks.

4.4 Write imaginative headlines, copy, and captions.

4.5 Utilize original groupings of subjects in photographs.

4.6 Draw effective layouts.

5.0 Attitude Building

The students shall

5.1 Accept responsibility.

5.2 Develop leadership.

5.3 Develop ability to work together with staff members and adults.

5.4 Budget time.

5.5 Respect opinions of others.

5.6 Be supportive of fellow workers.

5.7 Accept criticism.

5.8 Develop pride in the finished product: the school yearbook.

5.9 Work within a budget.

SENIOR HIGH LANGUAGE ARTS

Basic Communication

Course Description

This introductory course develops basic communication skills with emphasis on the following areas: planning and presenting speeches, logical/evaluative thinking, listening skills, and job interviews. This course provides students with the basic tools necessary to present talks in other classes, clubs, and out-of-school activities. This course satisfies the Basic Communication requirement commonly taken in eighth grade.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Acquire, apply, and practice the skills necessary to present themselves orally in a positive manner. (1,2,4,5,7,8,9,11,12)
2. Demonstrate the ability to use library resources, audio-visual aids, community resources, and other live sources in making effective presentations. (5,7,12)
3. Demonstrate the ability to choose a topic, narrow it, and apply logical and evaluative thinking. (4,5,6,8,9)
4. Develop dynamic, innovative methods to project thoughts and feelings on a topic in an enthusiastic way. (3,6,8,9,12)
5. Develop an appreciation for the power of the spoken word as it affects the individual and society. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
    a) Learning to write speeches intended for varying purposes, such as special occasion speech, and speeches to demonstrate, inform, persuade, and entertain.
    b) Practicing notetaking ability.

- c) Practicing the principles of outlining.
- d) Organizing notes into an acceptable outline form with an appropriate introduction.

1.2 Demonstrate reading skills by:
- a) Distinguishing between fact and opinion.
- b) Selecting evidence for supporting details.
- c) Showing understanding of a standard job application blank.

1.3 Demonstrate speaking skills by:
- a) Using appropriate vocal projection for the size of the room.
- b) Speaking with pleasing vocal quality, clear articulation, and correct pronunciation.
- c) Using interesting, appropriate vocabulary.
- d) Using correct grammar.
- e) Enhancing communication with appropriate gestures and facial expressions.
- f) Practicing good posture and direct eye contact with audience.
- g) Using the voice in varying tones for different purposes, such as argumentation, persuasion, and entertainment.
- h) Practicing job interviews.

1.4 Demonstrate listening/observing skills by:
- a) Offering critiques of speakers.
- b) Asking speakers appropriate questions.

2.0 Use of Resources

The students shall

2.1 Demonstrate ability to locate needed research materials on a particular speech topic.

2.2 Demonstrate and apply the ability to use various audio-visual sources, such as radio, television taped materials, photographs, drawings, and diagrams in preparing interesting accurate presentations.

2.3 Acquire a working knowledge of effective interviewing.

2.4 Research career opportunities.

3.0 Critical Thinking

The student shall

3.1 Identify self and audience interests and desires.

3.2 Select a speech topic appropriate for the audience and the occasion.

3.3 Demonstrate the ability to differentiate fact from fiction and/or opinion.

3.4 Recognize the specific function of vocabulary to clarify meaning and elicit a desired response.

3.5 Develop skills of logical, evaluative thinking:
  a) By finding main ideas, sequence of ideas, relationships, conclusions, and predicated outcomes.
  b) By making generalizations, comparisons, inferences, and summaries.

4.0 Creative Expression and Response

The students shall

4.1 Develop interesting, exciting methods of oral/visual presentation.

4.2 Display enthusiasm for creating effective styles of oral presentation.

4.3 Employ creative use of the voice and body in speech delivery.

5.0 Attitude Building

The students shall

5.1 Appreciate the worth of self and others in speaking situations.

5.2 Demonstrate enthusiasm for the power of the spoken word or action.

5.3 Enjoy creative audio and/or visual communication, such as film, television, drama, recording, and speaker.

5.4 Understand and appreciate the need for thoughtful, polished preparation of oral presentations.

SENIOR HIGH LANGUAGE ARTS

Communication in Society

Course Description

This course is designed to assist students in learning to improve self confidence and effectiveness in a wide variety of communication situations. Opportunities are provided to learn about communication on a one-to-one basis, in a one-to-a-group situation, within small group activities, and within large group participation. Attention focuses on learning speech fundamentals, breaking down the barriers to communication, becoming aware of and expressing ideas and feelings, problem solving, and decision making.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate confident use of basic speaking, listening, and observing skills in order to transfer meaning in a wide variety of situations. (1,2,3,4,10,11,12,13)
2. Demonstrate capacity to use the library, the media, people, and time as tools for achieving effective communication. (3,4,5,6,7,8)
3. Demonstrate perception of others' messages, use of logic and evidence, comprehension of roles in groups, evaluation of self and others, recognition of relationship of actions and consequences. (2,4,5,7,8,9,10,11,12,13)
4. Demonstrate ability to make an oral/visual presentation appropriate to purpose, content, and audience and the ability to solve problems in groups. (2,4,5,6,7,8,9,10,11,12,13)
5. Recognize the significance of open and responsible communication in a democratic society and in interpersonal relationships. (10,13)

Learning Outcomes

1.0 Skills Acquistion and Application

The students shall

1.1 Demonstrate writing skills by:
- a) Developing variety in preparing a beginning, middle, and an end.
- b) Recognizing varied patterns of organization, such as informative, persuasive, convincing, and stimulating.
- c) Analyzing the decision-making process.
- d) Recording observations and conclusions.
- e) Constructing logical proof.

1.2 Demonstrate reading skills by:
- a) Distinguishing between fact and opinion.
- b) Formulating main ideas from reading.
- c) Selecting evidence for supporting details.
- d) Distinguishing between modes of logic.

1.3 Demonstrate speaking skills by:
- a) Developing poise and confidence.
- b) Recognizing variety of vocal expression.
- c) Distinguishing between fact and opinion.
- d) Developing ability to ask and answer questions.
- e) Speaking clearly.
- f) Taking part in group discussion.
- g) Applying the decision-making process.
- h) Making oral presentations.

1.4 Demonstrate listening/observing skills by:
- a) Listening respectfully to others.
- b) Perceiving meanings of words.
- c) Perceiving non-verbal messages.
- d) Comprehending use of variety of audio-visual aids.
- e) Hearing and following directions.
- f) Discovering active listening.
- g) Relating vocal and physical expression to intent.
- h) Recognizing correct pronunciation.
- i) Comprehending the encoding/decoding process of communication.
- j) Perceiving a variety of group discussion methods, such as brainstorming, simulations, and parliamentary procedure.
- k) Investigating problem-solving methods in society.

2.0 Use of Resources

The students shall

2.1 Investigate all kinds of library materials.

2.2 Explore many uses of varied types of media.

2.3 Seek people in the community for information and help.

2.4 Use personal experiences.

2.5 Map out time in order to meet deadlines.

3.0 Critical Thinking

The students shall

3.1 Differentiate between fact and opinion.

3.2 Use perception checks.

3.3 Use active listening.

3.4 Analyze non-verbal messages.

3.5 Define problems.

3.6 Distinguish roles in group communication.

3.7 Use supporting evidence, such as statistics, facts, examples, anecdotes, quotations, illustrations, definitions, and demonstrations.

3.8 Analyze alternative solutions.

3.9 Relate consequences to actions.

3.10 Summarize contributions of many at appropriate times.

3.11 Evaluate others' use of evidence.

3.12 Evaluate effect of logic.

4.0 Creative Expression and Response

The students shall

4.1 Prepare effective oral/visual presentations.

4.2 Coordinate group projects.

4.3 Conduct interviews.

4.4 Operate as group members.

4.5 Work toward creative problem solving.

4.6 Practice realistic situations in society.

5.0 Attitude Building

The students shall

5.1 Recognize that communication happens only when both parties desire to communicate.

5.2 Realize the power of words and actions.

5.3 Accept responsibility for their own communication.

5.4 Recognize the value of preparation.

5.5 Respect opinions of others.

5.6 Appreciate contributions of others in a group.

SENIOR HIGH LANGUAGE ARTS

Readers Theatre

Course Description

This course concentrates on the understanding and oral interpretation of all forms of literature with emphasis on analysis of literature, selection and cutting of material, character analysis, background research, and delivery techniques. The course provides training skills for forensics competition and for pursuit of a career in acting, radio, television, film, public relations, law, and politics.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Comprehend the author's intent, style, structure, mood; select, cut, and arrange material to create an interesting program; use vocal and bodily suggestion to match purpose. (1,2,4)
2. Demonstrate choice of appropriate literary selections and use of reference sources for background research. (5,7)
3. Evaluate literary selections and performances--their own and those of others. (5,8,11,13)
4. Demonstrate ability to project the author's intent through the performer's interpretation. (6,8,9,12,13)
5. Develop an appreciation of good literature, a spirit of cooperation, and an enthusiasm for sharing as an audience member. (3,6,8,9,10,11, 12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Understanding beginning, middle, and end of a presentation.
   b) Creating introductions and transitions.

1.2 Practice reading skills by:
   a) Understanding the vocabulary levels of various authors.
   b) Distinguishing among forms of literature.
   c) Determining climax and essential details.
   d) Distinguishing styles of author.
   e) Determining the author's theme and purpose.

1.3 Practice speaking skills by:
   a) Exploring a variety of warm-up exercises.
   b) Using correct pronunciation.
   c) Using variety in rate, pitch, and volume.
   d) Developing self-confidence and poise.
   e) Recognizing the audience as a part of the performance situation.

1.4 Demonstrate listening/observing skills by:
   a) Understanding the purposes of various gestures, postures, and facial expressions.
   b) Understanding that voice and body must match the author's intent.

2.0 Use of Resources

The students shall

2.1 Explore many examples of each form of literature.

2.2 Make selection of reading appropriate to interest, occasion, and audience.

2.3 Explore literary reference materials for authors' backgrounds.

3.0 Critical Thinking

The students shall

3.1 Select literature appropriate to performer's reading level and vocal range, and to audience interest.

3.2 Apply principles of cutting a literary selection, such as climaxing scene, dialogue, main plot, tag lines, combining characters, and action vs. description.

3.3 Select details from background research that provide information for an introduction suitable to the selection and audience.

3.4 Arrange edited sections or several literary selections in an entertaining manner.

3.5 State the author's theme.

3.6 Recognize literary excellence.

3.7 Determine vocal projection appropriate to room and audience.

3.8 Evaluate their needs and progress.

3.9 Give encouraging and constructive evaluations to classmates.

3.10 Perceive audience feedback during presentation.

3.11 Discover that the performer-audience relationship is an ever-changing one.

4.0 Creative Expression and Response

The students shall

4.1 Provide an introduction and transitions that gain attention, give background, and set mood.

4.2 Vary voice for mood, character, and suspense.

4.3 Develop a sense of timing.

4.4 Employ facial and bodily expression consistent with the character and mood.

4.5 Recreate the author's intent.

4.6 Use literature and research to express their own thoughts and feelings.

4.7 Present a polished performance.

5.0 Attitude Building

The students shall

5.1 Appreciate all kinds of good literature.

5.2 Appreciate a variety of authors.

5.3 Respect choices, abilities, and performances by others.

5.4 Handle books with care.

5.5 Accept constructive criticism.

5.6 Cooperate in group presentations.

5.7 Understand need for self-discipline, practice, and preparation.

5.8 Be responsive audience members.

SENIOR HIGH LANGUAGE ARTS

Discussion and Debate

Course Description

This course is designed to study techniques used in argumentation, forms of discussion, and formal debate. Groups and teams are formed for practice during class periods. Students are taught the fundamentals of communication and the psychology of persuasion. Skills practiced in this class are applicable to other classes and to participation in democratic government.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Refine basic speaking skills in use of voice and body and in word choice, grammar, style, tone, and organization. (4,5,8,9,10,11,13)
2. Develop skill in gathering and selecting information. (5,7)
3. Analyze, interpret, and evaluate information in order to become discriminating listeners and skilled participants in discussion/debate situations. (4,5,7,8,9,10,11,13)
4. Demonstrate ability to influence or persuade. (3,4,5,6,7,8,9)
5. Recognize the importance of teamwork in developing discussion and debate skills. (2,3,4,5,6,7,8,9,10)

Learning Outcomes

1.0 Skills Acquistion and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Arranging ideas for greatest effectiveness.
  b) Using effective introductions, transitions, and conclusions.
  c) Supporting main ideas with examples, illustrations, and definitions.

1.2 Practice reading skills by:
  - a) Researching background information about the discussion or debate topic.
  - b) Collecting and evaluating evidence.

1.3 Demonstrate speaking skills by:
  - a) Using effective vocal techniques, such as variety in rate, pitch, and volume.
  - b) Using correct pronunciation.
  - c) Using the total body--gestures, posture, facial expressions--as part of the total message.
  - d) Using parliamentary procedure.

1.4 Demonstrate listening/observing skills by:
  - a) Responding to the arguments and evidence presented by others.
  - b) Evaluating the presentations of others.

2.0 Use of Resources

The students shall

2.1 Use research tools to locate information.

2.2 Use appropriate people as resources.

3.0 Critical Thinking

The students shall

3.1 Evaluate the quality of evidence.

3.2 Separate fact from opinion, informed opinion from general opinion.

3.3 Use logic.

3.4 Develop the ability to discover fallacies in arguments.

3.5 Evaluate persuasive techniques.

3.6 Develop critical listening.

3.7 Develop problem-solving techniques.

4.0 Creative Expression and Response

The students shall

4.1 Use cooperative decision making.

4.2 Present and justify opinions.

4.3 Use persuasion.

4.4 Demonstrate growth in leadership.

4.5 Participate in formal and informal discussions.

4.6 Participate in formal debate.

5.0 Attitude Building

The students shall

5.1 Recognize the importance of persuasion as it is used on consumers.

5.2 Recognize the use of discussion and debate in society.

5.3 Recognize the importance of cooperative decision making.

5.4 Understand the importance and requirements of participation.

5.5 Understand the requirements of leadership.

SENIOR HIGH LANGUAGE ARTS

Public Speaking (Forensics)

Course Description

This course allows students to work independently in preparation for polished speaking performances outside the classroom. It may include speaking to community audiences or taking part in speech competition. Students may concentrate on several areas, such as oral interpretation of drama, humor, poetry, or oratory, debate, original oratory, extemporaneous speaking, or radio announcing. Students seeking careers in teaching, radio and television, law, politics, the ministry, or public relations profit from this course. Students may enroll for a second semester of credit.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Refine basic speaking and diction skills and apply basic reading and writing skills to a specialized purpose. (1,2,4)
2. Develop skill in gathering and selecting information. (5,7)
3. Analyze, interpret, and evaluate information or literary quality and organize ideas for effective presentation. (5,8,11,13)
4. Develop awareness of involvement in a performance situation and present a polished speaking performance. (6,8,9,12,13)
5. Recognize the importance of the speaking performance in society and appreciate the spoken word in public performance. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisiton and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Interpreting style or mood.
  b) Making appropriate word choices for desired effect.

- c) Using correct grammar and mechanics.
- d) Using variety in style and tone appropriate to material and audience.

1.2 Demonstrate reading skills by:
- a) Distinguishing styles and forms of fiction or non-fiction.
- b) Recognizing stated and implied meanings.
- c) Building vocabulary.
- d) Developing critical reading abilities.

1.3 Demonstrate speaking skills by:
- a) Speaking clearly and pronouncing correctly.
- b) Using variety in rate, pitch, and volume appropriately.
- c) Adapting voice to physical conditions and material.
- d) Making appropriate word choices for desired effect.
- e) Using correct grammar.
- f) Using variety in style and tone appropriate to material and audience.

1.4 Demonstrate listening/observing skills by:
- a) Developing critical listening.
- b) Recognizing the importance of the visual in the total message.

2.0 Use of Resources

The students shall

2.1 Use research tools to locate information.

2.2 Use appropriate people as resources.

2.3 Explore a variety of literary forms.

2.4 Explore literary reference materials.

3.0 Critical Thinking

The students shall

3.1 Select information or literary material best suited to audience and purpose of speech.

3.2 Perceive audience feedback during presentation.

3.3 Evaluate performance of self and others.

4.0 Creative Expression and Response

The students shall

4.1 Arrange ideas for greatest effectiveness.

4.2 Use effective introductions, transitions, and conclusions.

4.3 Present a polished speaking performance in which style and content are suited to the audience and in harmony with one another.

5.0 Attitude Building

The students shall

5.1 Appreciate all kinds of speaking performances and their influence in society.

5.2 Respect choices, abilities, and performances by others.

5.3 Recognize the importance of the interaction between speaker and audience.

5.4 Recognize the importance of practice and preparation.

SENIOR HIGH LANGUAGE ARTS

Introduction to Theatre (Theatre 1)

Course Description

This course provides a foundation in all phases of theatre: theatre history, play analysis, terminology, basic stage movement, vocal mastery, memorization, character interpretation, basic production principles, selection and evaluation of plays.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate comprehension of play structure, use of voice and body to create character, understanding of theatre vocabulary, memorization, poise, and confidence. (1,2,4,12)
2. Demonstrate capacity to select plays and use people's talents, materials, and time effectively. (1,5,7,8)
3. Demonstrate ability to analyze, interpret, and evaluate plays as written and as performed. (5,9,11,13)
4. Demonstrate application of basic principles of voice, body, design, and structure to create a polished performance. (2,4,6,12)
5. Demonstrate awareness of responsibilities in a group effort and appreciation for the evolution of theatre tradition. (3,6,9,10,11,13)

Learning Outcomes

1.0 Skills Acquistion and Application

The students shall

1.1 Demonstrate writing skills by:
    a) Identifying sequence of events.
    b) Describing character.
    c) Stating playwright's theme.

1.2 Demonstrate reading skills by:
  a) Identifying elements of a play, such as plot, character, setting, and theme.
  b) Perceiving the author's meaning.
  c) Understanding the specific vocabulary of theatre.
  d) Visualizing setting.

1.3 Demonstrate speaking skills by:
  a) Reading aloud with correct pronunciation.
  b) Speaking clearly.
  c) Developing poise and confidence.
  d) Translating the written word to spoken form, using punctuation as signals.
  e) Varying vocal expression.
  f) Relating vocal and physical expression to author's intent.
  g) Memorizing lines.
  h) Practicing physical and vocal expression.
  i) Adapting vocal projection to physical space.

1.4 Demonstrate listening/observing skills by:
  a) Listening to others.
  b) Perceiving meaning of physical action.
  c) Hearing vocal differentiation.
  d) Hearing and following directions.

2.0 Use of Resources

The students shall

2.1 Locate plays from several historical periods.

2.2 Explore library reference materials on theatre topics.

2.3 Investigate media for examples of costumes, make-up, reviews, actors, and/or sets.

2.4 Gather materials for production.

2.5 Identify talents of others.

2.6 Organize time to meet deadlines.

3.0 Critical Thinking

The students shall

3.1 Explore alternative uses of a variety of materials, such as cardboard, metal, fabric, plastic, to stage a play.

3.2 Identify elements of plot, such as conflict, initial incident, rising action, crisis, falling action, and resolution.

3.3 Describe character in relation to words and actions.

3.4 Distinguish essential elements of setting.

3.5 See relationships.

3.6 Predict outcomes.

3.7 Set up criteria for evaluation.

3.8 Evaluate performances of self and others.

3.9 Detect emotions and attitudes from the written word.

3.10 Interpret the playwright's theme.

4.0 Creative Expression and Response

The students shall

4.1 Recreate character through voice and movement.

4.2 Participate in a polished production.

4.3 Use imagination and talent.

4.4 Translate the written word into a visual product.

4.5 Develop a sense of timing.

4.6 Recognize standard production techniques.

4.7 Recognize rules and responsibilities of artists cooperating in an entire production.

5.0 Attitude Building

The students shall

5.1 Cooperate in group projects.

5.2 Understand need for self-discipline, practice, and preparation.

5.3 Respond appropriately as audience members.

5.4 Appreciate the literary and cultural heritage of theatre.

5.5 Enjoy reading and seeing plays.

5.6 Respect contributions of others.

5.7 Meet deadlines.

Acting (Theatre 2)

Course Description

This advanced course concentrates on specialized acting skills. Areas of study include physical and vocal exercises and techniques; reading, viewing, and analyzing plays; psychology of stage movement; research in makeup and costume as applied to a characterization; investigation of acting theories and styles; and actual performance situations.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate confident use of listening, observing, speaking, reading, and writing skills as they apply to theatre performance. (1,2,4,5,6,8,9,10,11,12,13)
2. Demonstrate independent capacity to explore dramatic literature, library references, historical and cultural knowledge, media, community resources, and time. (1,2,4,6,7)
3. Perceive the application of research, interpretation, performance, and evaluation tools in acting. (5,6,8,11,12,13)
4. Comprehend the live performance as an entity and demonstrate performance ability through creating a character. (3,4,6,8,12,13)
5. Demonstrate responsibility, awareness, independence, cooperation, preparation, and appreciation. (3,6,9,10,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  - a) Summarizing plays read and seen.
  - b) Identifying conflict and theme.
  - c) Summarizing research.
  - d) Expressing acting theories in their own words.

1.2 Demonstrate reading skills by:
  a) Comprehending characters, scenes, and plays.
  b) Selecting and understanding background research.
  c) Reading dialogue critically.

1.3 Demonstrate speaking skills by:
  a) Using the vocal mechanism to project character.
  b) Adapting voice to physical space.
  c) Using posture, gesture, and facial expression to project character.
  d) Presenting memorized scenes.
  e) Developing poise and confidence.
  f) Practicing variety in vocal and physical expression.
  g) Relating vocal and physical expression to the author's purpose.
  h) Using a variety of warm-up exercises.

1.4 Demonstrate listening/observing skills by:
  a) Hearing variety of expression in voice of self and others.
  b) Listening for meaning.
  c) Listening for tone.
  d) Observing people for realistic posture, gesture, and facial expression.
  e) Viewing a variety of productions.
  f) Seeing the meaning of non-verbal language.

2.0 Use of Resources

The students shall

2.1 Explore plays both as written and performed.

2.2 Investigate the cultural background of plays.

2.3 Investigate makeup, costume, and history.

2.4 Study people and settings in the immediate environment.

2.5 Investigate media for ideas and techniques.

2.6 Organize time.

3.0 Critical Thinking

The students shall

3.1 Select research in history, costume, and makeup suitable to character development.

3.2 Analyze a character
  a) Physically.
  b) Socially.
  c) Intellectually.
  d) Emotionally.

3.3 Select physical and vocal characteristics appropriate to character.

3.4 Select characters and scenes suitable to personal growth.

3.5 Evaluate performance of self and others.

3.6 Experience the live performance as a communicative act.

4.0 Creative Expression and Response

The students shall

4.1 Create scenes as a whole by:
  a) Setting scene and character.
  b) Building to a climax.
  c) Bringing to a resolution.

4.2 Present several polished performances.

4.3 Build a personal acting theory.

4.4 Discover the process of recreating a character.

5.0 Attitude Building

The students shall

5.1 Recognize that the confident performer is the prepared performer.

5.2 Take responsibility for independent action.

5.3 Meet deadlines.

5.4 Understand that drama is a representation of real life experience.

5.5 Recognize that self knowledge is essential to acting.

5.6 Realize the value of warming up the body and voice.

5.7 Recognize that acting is both physical and verbal expression of thoughts and feelings.

5.8 Experience the live performance as a cooperative venture.

Play Production (Theatre 3)

Course Description

This course is designed to provide advanced study in the field of theatre arts. It gives students interested in drama an opportunity to develop their skills in theatre and practice them in actual production. The specific goal of the course is to acquaint the students with all major phases of play production necessary for the successful staging of a play. Students actively participate in a theatrical production while enrolled in the course. Students may enroll for a second semester of credit.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Apply basic listening, observing, speaking, reading, and writing skills to a specialized purpose of acting, directing, and technical theatre. (1,2,4,12)
2. Investigate the history of theatre, styles of acting and production, background of specific plays, and the culture and social situations that produced them. (4,7,9,12)
3. Analyze the written word in order to translate it into a physical representation. (5,9,11,12)
4. Translate the written word into a physical representation while operating as part of a group. (8,10,12,13)
5. Develop an understanding of and appreciation for the total process of play production. (3,6,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Summarizing the plot of a play.
   b) Describing a setting.
   c) Expressing theme and style of a play.
   d) Analyzing characters.
   e) Making discriminating word choices.
   f) Using the specific vocabulary of theatre.

1.2 Demonstrate reading skills by:
   a) Understanding written plays as well as critical and resource materials.
   b) Being able to visualize a play while reading it.
   c) Applying various resource materials to the understanding of plays.
   d) Understanding the cultural background of plays.

1.3 Demonstrate speaking skills by:
   a) Using the vocal mechanism effectively in communication.
   b) Adapting the voice to the physical surroundings.
   c) Using the body effectively as part of communication.
   d) Presenting memorized material.
   e) Giving clear directions or descriptions.
   f) Discriminating in word choices.
   g) Using the specific vocabulary of theatre.

1.4 Demonstrate listening/observing skills by:
   a) Listening to and observing dramatic productions in an informed way.
   b) Interacting with other actors in dramatic presentations.
   c) Coordinating technical details in dramatic presentations.
   d) Following directions.
   e) Using cooperation in problem solving.

2.0 Use of Resources

The students shall

2.1 Explore the cultural background of plays.

2.2 Investigate the history of theatre.

2.3 Recognize styles of production.

2.4 Locate and use written and audio-visual material as background for production preparation.

2.5 Use appropriate people and other community resources in preparing productions.

3.0 Critical Thinking

The students shall

3.1 Analyze plays for theme and style.

3.2 Incorporate resource material into the understanding of a play.

3.3 Analyze character actions and motivations.

3.4 Evaluate the suitability of technical elements of a play.

3.5 Evaluate the acting or technical performance of self and others.

4.0 Creative Expression and Response

The students shall

4.1 Present a polished dramatic production.

4.2 Practice standard theatre techniques as appropriate in
  a) Acting
  b) Directing
  c) Set construction and decoration
  d) Lighting
  e) Costuming
  f) Makeup
  g) Sound
  h) Business and publicity.

4.3 Operate as part of a group to present scenes/plays.

5.0 Attitude Building

The students shall

5.1 Recognize the importance of group effort in dramatic productions.

5.2 Develop respect for the property and ideas of others.

5.3 Recognize the importance of meeting deadlines.

5.4 Appreciate dramatic productions more fully because of greater understanding of the process.

5.5 Enjoy dramatic literature and dramatic productions.

Stagecraft

Course Description

This is a course in the theory and practice of using the visual elements of theatre. It includes investigation and practice in scene design, scenery construction, set decoration lighting, and stage management. Students enrolled in the course will receive practical experience in working with school plays, designing sets, properties or costumes, and making drawings or models. Students may enroll for a second semester of credit.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Apply basic reading and observing skills to theatre design and set construction. (1,2,8)
2. Investigate the history of theatre and styles of production. (7,9,11,13)
3. Analyze and translate the written word into visual representations while operating as part of a total group in organizing materials and activities into a unified production. (4,5,9,10,11,12)
4. Recognize the importance of and enjoy the visual as part of total communication. (3,6,13)
5. Recognize the importance of group effort to the total result, and develop a respect for property. (6,10,12)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Summarizing plot.
   b) Describing settings.

1.2 Demonstrate reading skills by:
   a) Reading and understanding plays as a literary form.
   b) Learning the specialized vocabulary of stagecraft.
   c) Learning the specialized techniques of stage construction, painting, and lighting.
   d) Visualizing the effect of visual elements such as line, mass, and color.
   e) Visualizing the effect of the use of light.

1.3 Demonstrate speaking skills by:
   a) Participating in classroom discussion.
   b) Using the specialized vocabulary of stagecraft.
   c) Operating as part of a group to construct sets and properties.
   d) Using cooperation in problem solving.

1.4 Demonstrate listening/observing skills by:
   a) Recognizing the effect of visual elements such as line, mass, and color.
   b) Recognizing the effect of the use of light.
   c) Practicing standard techniques of set construction, lighting, painting, and property management.

2.0 Use of Resources

The students shall

2.1 Investigate the history and development of scenery, lighting, and design.

2.2 Research styles of scenery, costumes, lighting, and makeup.

3.0 Critical Thinking

The students shall

3.1 Analyze plays to decide production styles and necessary physical elements.

3.2 Evaluate the suitability of specific visual elements for particular plays.

3.3 Recognize the use of symbolism in stage settings, properties, and lighting.

4.0 Creative Expression and Response

The students shall

4.1 Select suitable visual elements to incorporate into production.

4.2 Translate the written word into scale drawings, models, or actual constructions.

4.3 Practice standard techniques of set construction, lighting, properties, and painting.

4.4 Explore the adaptation of materials to a specialized purpose.

5.0 Attitude Building

The students shall

5.1 Enjoy visual elements more fully because of greater understanding.

5.2 Recognize the importance of line, mass, color, or light in influencing feelings and behavior.

5.3 Recognize the importance of group communication in set building and problem solving.

5.4 Recognize the importance of meeting deadlines.

5.5 Recognize the need to care for borrowed or rented properties.

5.6 Recognize the need to keep stage equipment organized and in good condition.

SENIOR HIGH LANGUAGE ARTS

Semantics

Course Description

This course examines the history of language, the dynamic process of language as communication, and the changing nature of structural forms in the English language. Students gain insight into the social and psychological power of the written and spoken word and its vital effects in modern societies.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate ability to read about and comprehend the use of language in various modes, such as information, propaganda, advertising, and literature. (1,2,4)
2. Demonstrate ability to use the spoken and written word in critical thinking exercises and daily use. (5,7)
3. Demonstrate ability to recognize and interpret inferences, generalizations, and connotations. (5,8,11,13)
4. Demonstrate ability to use words for an original creative project. (6,8,9,12,13)
5. Acquire a tolerant awareness of self and society through individual and divergent expressions. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Persuading to particular points of view.
  b) Accumulating data and analyzing effects and trends of new words and jargon.

1.2 Demonstrate reading skills by:
  a) Examining words in context and their impact on society.

12/80

  b) Tracing the dynamics of language and noting the changes in usage.
  c) Using reference books and library facilities to trace the history of language.
  d) Reading poetic, humorous, and allegorical material to understand different perspectives.

1.3 Demonstrate speaking skills by:
  a) Discussing for the purpose of clear communication.
  b) Developing creative, analytical thinking in various group designs.
  c) Practicing communication skills for affective and cognitive purposes.

1.4 Demonstrate listening/observing skills by:
  a) Differentiating between the effect of symbols and language in communication.
  b) Perceiving metaphorical meaning in the spoken and written word.
  c) Detecting tone and purpose in communication.

2.0 Use of Resources

The students shall

2.1 Research the development of dialects, slang, and/or jargon.

2.2 Explore the effects of oral, visual, and written media on communication.

2.3 Evaluate advertising and television programming.

3.0 Critical Thinking

The students shall

3.1 Understand grammar and vocabulary as they dictate meaning in language.

3.2 Analyze political cartoons, comic strips, and other graphics.

3.3 Compare news coverage in various media.

3.4 Engage in critical thinking exercises.

4.0 Creative Expression and Response

The students shall

4.1 Participate in goal-directed group sessions.

4.2 Create projects, such as a vocabulary and grammar of an original language, original advertising slogans, and graphics.

5.0 Attitude Building

The students shall

5.1 Respect the language of other societies.

5.2 Appreciate individual expression and social diversities.

SENIOR HIGH LANGUAGE ARTS

Mass Media

Course Description

This class increases the students' awareness of the mass media: television, radio, newspapers, magazines, movies, and music, which are significant aspects of today's world. Students gain an understanding of each of the media, have an opportunity to interpret each creatively, and thereby achieve a perception of and familiarity with the communication system as a whole.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Write, view, listen, and discuss the many aspects of mass media functioning in society. (1,2,3,4,6,8,9,10,11,12,13)
2. Research the media outside the classroom, such as community, library, and home. (5,7,8,9)
3. Develop an understanding of the roles of media and begin to analyze and interpret their overall effect. (2,3,10,11,13)
4. Employ patterns of media in creative expressions. (3,6,7,13)
5. Discern and evaluate the meaning of the media on an individual basis. (4,5,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Interpreting all forms of media in both oral and written assignments, thereby becoming resourceful and knowledgeable about the subject being studied.
  b) Using terminology specifically relevant to the media in a planned vocabulary study.

12/80

1.2 Demonstrate reading skills by:
   a) Identifying terminology used by the media in a planned vocabulary study.
   b) Becoming a critical consumer of the printed media.

1.3 Demonstrate speaking skills by:
   a) Discussing reactions to media in small and large group situations.
   b) Interpreting all forms of media in both oral and written assignments, thereby becoming resourceful and knowledgeable about the subject being studied.

1.4 Demonstrate listening/observing skills by:
   a) Listening in a selective, comprehensive manner as exploration of the media is provided.
   b) Viewing media presentations for understanding of their format and psychological effect.
   c) Becoming a critical consumer of the electronic media.

2.0 Use of Resources

The students shall

2.1 Become acquainted with various media outside the classroom on a supplemental basis.

2.2 Maintain a portfolio of newspaper and magazine articles as well as television and radio summarizations of developments in the media.

2.3 Become aware of the educational value of media interpretation by others.

3.0 Critical Thinking

The students shall

3.1 Determine the influence media has upon society's thinking and actions.

3.2 Separate bias from information through analysis of media presentations.

3.3 Develop discretion in individual use of media offerings.

3.4 Analyze forms of media in both oral and written assignments.

4.0 Creative Expression and Response

The students shall

4.1 Use media as basis for individual creative interpretations.

4.2 Recognize quality in media selections which may then stimulate the imagination.

4.3 Create a multi-media project.

5.0 Attitude Building

The students shall

5.1 Recognize the pervasiveness of media in society.

5.2 Develop an informed and independent approach to the use of media.

5.3 Appreciate the role of a free press in a democratic society.

SENIOR HIGH LANGUAGE ARTS

Film Study

Course Description

This course examines film as a literary and artistic form in the development of our culture, with emphasis on film language, film techniques, development of the film industry, film analysis and criticism, and the effect of media upon personal and public opinion.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate comprehension of images, sounds, and language which communicate stories, events, ideas, and emotions. (1,2,4)
2. Demonstrate a capacity to explore books and media and to operate technical equipment. (5,6,7)
3. Develop ability to analyze, interpret, and evaluate the meaning and value of films. (3,4,5,6,8,9,10,11,13)
4. Demonstrate skills in criticism and creative projects. (3,4,5,6,7, 8,9,10,11,13)
5. Enjoy film as a communicative and creative experience and become aware of the power of media. (3,4,5,6,8,9,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Practicing film terminology.
   b) Summarizing themes.
   c) Stating filmmaker's purpose.
   d) Identifying film techniques.
   e) Describing what is seen and heard--objectively.
   f) Identifying methods of screenwriting.

1.2 Demonstrate reading skills by:
  a) Sampling film-related reading in newspapers and magazines.
  b) Scanning subtitles of foreign films.
  c) Understanding text in silent films.
  d) Comprehending research and history related to the film world.
  e) Studying critical reviews.

1.3 Demonstrate speaking skills by:
  a) Identifying and summarizing main ideas and details in films studied.
  b) Participating in group discussion.
  c) Using filmic language in discussion.
  d) Asking appropriate questions.
  e) Verbalizing responses to films.

1.4 Demonstrate listening/observing skills by:
  a) Discovering main elements of a film.
  b) Detecting effects of images.
  c) Recognizing bias and point of view.
  d) Recalling use of color, contrast, and sound.
  e) Perceiving meaning and mood.
  f) Detecting camera and editing techniques.

2.0 Use of Resources

The students shall

2.1 Explore library and community for information.

2.2 View many films.

2.3 Organize time in preparing projects.

2.4 Explore film careers information.

3.0 Critical Thinking

The students shall

3.1 Distinguish among narrative, documentary, and lyric films.

3.2 Analyze pacing and movement.

3.3 Analyze the filmmaker's theme and point of view.

3.4 Interpret emotional impact.

3.5 Detect propaganda techniques.

3.6 Comprehend the variety of tasks in a film company.

3.7 Recognize the communicative power of color and contrast through
  a) Visual tone.
  b) Verbal tone.
  c) Auditory tone.

3.8 Formulate critical standards of judgment.

3.9 Distinguish between a well-constructed film and a poorly-constructed film.

3.10 Identify styles of filmmakers.

4.0 Creative Expression and Response

The students shall

4.1 Write film reviews and critiques.

4.2 Incorporate skills, techniques, and knowledge into projects.

5.0 Attitude Building

The students shall

5.1 Appreciate quality films.

5.2 Develop discriminating tastes for personal viewing of films.

5.3 Recognize power of media.

5.4 Recognize power of sound and images.

SENIOR HIGH LANGUAGE ARTS

Filmmaking

Course Description

This course is designed to give time, place, and guidance for involvement in the actual writing, producing, filming, and editing of films and other audio-visual media. Emphasis is on planning, responsibility, and technical knowledge. Students may bear some expenses.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Use listening, observing, speaking, reading, and writing skills as they apply to film production. (1,2,4)
2. Demonstrate ability to use all related technical equipment, community resources, and time. (5,7)
3. Demonstrate selection, analysis, and evaluation of technical, artistic, and financial aspects of filmmaking and comprehension of screenplay writing, cinematography, and editing techniques. (5,8,11,13)
4. Produce an original film. (6,8,9,12,13)
5. Develop appreciation for the art, respect for people and equipment, and acceptance of responsibility. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   - a) Organizing roles and responsibilities.
   - b) Writing script in appropriate screenplay form.
   - c) Making clear contracts.
   - d) Using correct grammar, punctuation, and spelling.
   - e) Interpreting style and mood.

1.2 Demonstrate reading skills by:
   - a) Seeking and understanding research on film and career opportunities.
   - b) Building vocabulary.

1.3 Demonstrate speaking skills by:
   - a) Giving clear directions.
   - b) Communicating clearly in group narration.
   - c) Practicing dialogue and narration.
   - d) Using vocabulary appropriate to film.

1.4 Demonstrate listening/observing skills by:
   - a) Hearing and following directions.
   - b) Seeking and selecting locations.
   - c) Perceiving the dynamics of color and contrast.
   - d) Discovering effective/affective listening techniques.
   - e) Recognizing matching cuts.
   - f) Coordinating sound and image.

2.0 Use of Resources

The students shall

2.1 Become acquainted with all equipment related to filmmaking.

2.2 Gather materials.

2.3 Seek and employ talents of other classroom filmmakers.

2.4 Organize time schedules.

3.0 Critical Thinking

The students shall

3.1 Explore practicability of locations and materials.

3.2 See relationships.

3.3 Cast parts.

3.4 Select settings, costumes, film shots, techniques, lighting, and sound appropriate to purpose.

3.5 Set a budget.

3.6 Use technical effects for emotional impact.

3.7 Develop a sense of timing in editing.

3.8 Accept and give constructive criticism.

3.9 Employ effective decision-making methods.

4.0 Creative Expression and Response

The students shall

4.1 Explore a variety of ideas and techniques.

4.2 Complete a polished product.

5.0 Attitude Building

The students shall

5.1 Appreciate contribution of many artists to a finished product.

5.2 Be a responsive and responsible film-goer.

5.3 Meet deadlines.

5.4 Care for equipment.

5.5 Accept responsibility for self-expression.

5.6 Appreciate the power of media.

5.7 Enjoy and appreciate film as literature and as art.

SENIOR HIGH LANGUAGE ARTS

Radio Broadcasting

Course Description

This course provides students with practical training in the techniques of radio production and programming. Students are given opportunities to participate in all phases of radio broadcasting. Activities include operation of the school's radio station, preparation of weekly radio programs for broadcast on local radio stations, and actual sales experience with local businesses.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop speech and writing skills acceptable under current broadcast standards. (1,2,4,5,7,8)
2. Gain the ability to use all technical equipment connected with the broadcast industry. (2,4,7)
3. Perceive audience needs and sensitivities and their relationship to the total community good. (5,8,9,10,11,13)
4. Demonstrate the ability to create and present entertaining and informative programming after careful preparation and/or spontaneously. (3,4,6,12)
5. Demonstrate a responsible understanding of the importance of the media in a democratic society. (6,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Preparing newscasts.
   b) Preparing news commentaries.
   c) Preparing commercial copy.

- d) Comprehending program organization through the use of appropriate introduction, body, and conclusion.
- e) Producing documentaries.

1.2 Demonstrate reading skills by:
- a) Reading newscasts with interest and clarity.
- b) Following directions.

1.3 Demonstrate speaking skills by:
- a) Developing poise and confidence.
- b) Speaking clearly.
- c) Recognizing correct pronunciation.
- d) Conducting interviews.
- e) Making sales talks.
- f) Making quality recordings.
- g) Developing coordination skills through voice and manual operation.

1.4 Demonstrate listening/observing skills by:
- a) Understanding F.C.C. regulations.
- b) Understanding the importance of eliminating silence in radio production.

2.0 Use of Resources

The students shall

2.1 Operate radio control board.

2.2 Operate portable recording equipment.

2.3 Use memory to complete tasks in a series.

2.4 Use microphones properly.

2.5 Make use of local radio stations.

2.6 Listen to classroom talks by professional broadcasters.

3.0 Critical Thinking

The students shall

3.1 Differentiate between factual reporting and commentary.

3.2 Listen for confused use of language in others.

3.3 Recognize irritating vocal habits.

3.4 Note the importance of voice and diction.

3.5 Recognize different quality recordings.

3.6 Know the importance of proper pronunciation for names and words.

3.7 Avoid the use of clichés.

3.8 Discover the concept of time in series programming.

3.9 Perceive the relationship of government to the media in a democratic society.

4.0 Creative Expression and Response

The students shall

4.1 Prepare effective radio commercial copy.

4.2 Conduct radio interviews.

4.3 Ad lib introductions in a variety of program situations.

4.4 Work toward total effective music programming.

4.5 Know the importance of continuity in programming.

5.0 Attitude Building

The students shall

5.1 Realize that radio programming should always be in the public interest.

5.2 Accept responsibility for complete accuracy in news reporting.

5.3 Respect the right of sponsors who should receive effective service for money spent.

5.4 Know that the entire operation depends on the reliability of its members.

5.5 Realize that the confident performer is the prepared performer.

Media Production

Course Description

This course is designed for students to learn to communicate ideas creatively in other forms rather than the written paper. In Media Production students will learn techniques for producing instructional materials, including filmstrips, slides, films, tapes, and bulletin boards. Emphasis is on planning, designing, and technical knowledge. Students may bear some expenses.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate capable use of listening, observing, speaking, reading, and writing skills as they apply to media production. (1,2,4)
2. Demonstrate effective uses of various types of visual and auditory materials and equipment. (1,5,6,7,8,9,12)
3. Demonstrate ability to analyze their own and commercially produced materials. (6,9,10,12)
4. Demonstrate accomplishment of a finished product. (6,8,9,12,13)
5. Demonstrate appreciation for the art, respect for people and equipment, and acceptance of responsibility. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Writing scripts for their media projects.
  b) Using correct grammar, punctuation, and spelling.

1.2 Demonstrate reading skills by:
  a) Seeking and broadening their understanding of the concept of communication.
  b) Building vocabulary.

504

12/80

1.3 Demonstrate speaking skills by:
  a) Making audio tapes to accompany visual projects, such as slide sets.
  b) Producing a video tape project.

1.4 Demonstrate listening/observing skills by:
  a) Hearing and following directions.
  b) Perceiving the dynamics of color, line, texture, and contrast.
  c) Coordinating sound and image.
  d) Observing projects of other students and commercial materials and participating in written and/or oral evaluation of each.

2.0 Use of Resources

The students shall

2.1 Become acquainted with all equipment related to media production.

2.2 Gather materials.

2.3 Create various kinds of media projects using a variety of materials.

2.4 Organize time to meet deadlines.

3.0 Critical Thinking

The students shall

3.1 See relationships.

3.2 Use technical effects for specific impacts.

3.3 Develop a sense of timing in editing.

3.4 Accept and give constructive criticism.

3.5 Develop techniques of selecting and organizing materials for oral/visual presentation.

3.6 Select appropriate rate of speaking.

3.7 Recognize effect of line, mass, color, texture, and use of light.

4.0 Creative Expression and Response

The students shall

4.1 Explore a variety of ideas and techniques for media production.

4.2 Complete polished products.

4.3 Use appropriate audiovisual equipment and materials effectively in presentations.

5.0 Attitude Building

The students shall

5.1 Appreciate contribution of many artists to a finished product.

5.2 Develop poise in presentations.

5.3 Meet deadlines.

5.4 Care for equipment.

5.5 Accept responsibility for self-expression.

5.6 Recognize the importance of communication in a democratic society.

5.7 Realize the power of words and actions.

SENIOR HIGH LANGUAGE ARTS

Reading Lab

Course Description

This course is designed to assist the student whose reading skills are deficient. Students are involved in a variety of instructor-directed individual and group activities. During frequent individual conferences, the needs of each student are determined, and activities are designed to meet those needs. The course emphasizes individual progress and reading enjoyment. Class size is limited to 18.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate progress in reading rate, comprehension, and vocabulary. (1,2,3)
2. Use materials and machines provided in the classroom and library for skill building in rate and comprehension. (4,5,7)
3. Evaluate what they read. (2,4,5,7,8)
4. Respond creatively to their reading. (5,6,7,8,9,10,11,12,13)
5. Exhibit a willingness to analyze their reading strengths and weaknesses in developing a program of skill development. (1,2,3,4,5,7)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate reading skills by:
  - a) Identifying the main idea of various literary genres.
  - b) Increasing reading rate.
  - c) Recognizing unfamiliar vocabulary words in context.
  - d) Transferring comprehension of spoken words to the recognition of such words in print.
  - e) Articulating personal strengths and weaknesses to improve reading ability.

1.2 Demonstrate speaking skills by using vocabulary words in meaningful sentences.

2.0 Use of Resources

The students shall

2.1 Know how to locate and select books of interest.

2.2 Practice skills taught in class.

2.3 Select a definition of a word from the dictionary that fits the context of the reading excerpt.

3.0 Critical Thinking

The students shall

3.1 Analyze the differences between fiction and non-fiction.

3.2 Correlate the "who," "what," "where," and "when" of material read into a meaningful whole.

3.3 Express a critical judgment of works read.

4.0 Creative Expression and Response

The students shall

4.1 Produce a project that reflects understanding of the main idea expressed in the material read.

5.0 Attitude Building

The students shall

5.1 Develop work habits designed to overcome weaknesses in reading.

5.2 Develop work habits designed to strengthen the desire to read.

SENIOR HIGH LANGUAGE ARTS

Developmental Reading

Course Description

Developmental Reading provides instruction for the student of average reading ability in efficient reading techniques. The central focus of the course is critical reading of fiction and non-fiction material. Skill improvement in the areas of speed, comprehension, and vocabulary are emphasized. Students are expected to do individualized practices to develop their reading skills and to report on outside reading.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Increase reading rate and comprehension. (1,2,4,9)
2. Choose appropriate materials for reading. (3,7,9,13)
3. Analyze, interpret, and evaluate what is read. (2,3,6,8,10,11,12,13)
4. Respond to reading through creative projects. (1,2,4,5,6,7,8,9,10,13)
5. Recognize the value of reading. (3,4,6,9,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Building vocabulary through laboratory programs.
  b) Planning study schedules.
  c) Taking tests effectively.
  d) Taking effective notes.

1.2 Demonstrate reading skills by:
  a) Studying Greek and Latin roots and word origins.
  b) Acquiring skimming and scanning skills.
  c) Adapting reading rate to purpose, difficulty of material, and familiarity with topic.
  d) Showing improvement in motor skills.

1.3 Demonstrate speaking skills by sharing reading experiences with others.

1.4 Demonstrate listening/observing skills by:
  a) Following directions.
  b) Improving memory.
  c) Forming questions before reading.
  d) Using appropriate strategies to take tests effectively.
  e) Recognizing thought patterns, such as comparison-contrast, cause-effect, and time order as aids to comprehension and retention.
  f) Improving comprehension of what is read by questioning, reflecting, translating the author's words, and relating what is read to their own experience.
  g) Reading between the lines.
  h) Eliminating reading problems such as regressions, vocalizing, and word-by-word reading.
  i) Determining the main idea of a reading selection.
  j) Utilizing the SQ4R reading-study method.

2.0 Use of Resources

The students shall

2.1 Use a dictionary and a thesaurus.

2.2 Use notes from lectures or speakers to prepare for tests and reports.

2.3 Learn the uses for parts of a textbook: the table of contents, index, glossary, and appendix.

2.4 Choose books for class projects and individual reading.

3.0 Critical Thinking

The students shall

3.1 Recognize the difference between denotation and connotation.

3.2 Interpret figurative language.

3.3 Understand the emotional impact of words.

3.4 Distinguish fact from opinion.

3.5 Determine authors' purposes or motives.

3.6 Detect fallacies in reasoning.

3.7 Make generalizations based on evidence.

3.8 Evaluate sufficiency of evidence or argument.

3.9 Recognize propaganda devices.

3.10 Detect rhetorical devices.

3.11 Draw inferences.

3.12 Identify assumptions of the writer and verify underlying facts.

4.0 Creative Expression and Response

The students shall

4.1 Create original products, such as book jackets, collages, book reports, in response to what is read.

5.0 Attitude Building

The students shall

5.1 Use reading time constructively.

5.2 Demonstrate a continuing interest in reading.

5.3 Share reading experiences with others.

SENIOR HIGH LANGUAGE ARTS

Accelerated Reading

Course Description

Accelerated Reading provides instruction in efficient reading techniques, such as improvement of rate and comprehension, vocabulary building, study skills, and critical thinking. Activities and materials are geared toward the college bound student. The course includes preparation for college entrance exams.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall:

1. Apply efficient reading techniques for successful adjustment to the college classroom. (1,2,5,7,8,11)
2. Choose appropriate materials. (3,5,6,9)
3. Analyze, interpret, and evaluate what is read. (5,7,9,11)
4. Respond to reading through creative projects. (1,2,4,5,6,7,8,9,10,13)
5. Enjoy and recognize the importance of reading. (3,5,6,9)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Expressing themselves clearly.
  b) Taking effective notes.
  c) Spelling correctly.

1.2 Demonstrate reading skills by:
  a) Comprehending authors' ideas.
  b) Expanding vocabulary.
  c) Skimming and scanning reading materials.
  d) Reading critically.
  e) Increasing rate.

1.3 Demonstrate speaking skills by:
  a) Clearly expressing or interpreting authors' ideas.
  b) Using an expanded vocabulary.

1.4 Demonstrate listening/observing skills by:
  a) Sharing ideas with others.
  b) Reacting to classmates' presentations.

2.0 Use of Resources

The students shall

2.1 Use the dictionary and/or thesaurus.

2.2 Use notes from lectures or speakers to prepare for tests or reports.

2.3 Analyze textbook material.

2.4 Select books for required and/or recreational reading from a library or bookstore.

2.5 Work with practice sheets for standardized tests.

3.0 Critical Thinking

The student shall

3.1 Recognize the difference between denotation and connotation of words.

3.2 Become aware of connotation as it is used in advertising, in political speaking and writing, and in literature.

3.3 Interpret and evaluate figurative language.

3.4 Understand accepted meanings of many conventional symbols and recognize them in literature.

3.5 Draw inferences.

3.6 Recognize and understand an author's use of symbolism and allegory.

3.7 Differentiate between symbol and metaphor.

3.8 Analyze diction as an aid in determining authors' intentions.

3.9 Recognize jargon or technical language.

3.10 Recognize cliché and euphemism.

3.11 Understand tone.

3.12 Perceive devices that affect tone, such as irony, sarcasm, understatement, overstatement, sentimentality, and metaphor.

3.13 Determine authors' purposes and motives.

3.14 Distinguish between fact and opinion.

3.15 Recognize and evaluate propaganda and persuasive techniques and detect logical fallacies.

3.16 Interpret scholarly criticism of literature.

3.17 Evaluate literary merit by a written analysis of such aspects as theme, character, plot, symbol, tone.

4.0 Creative Expression and Response

The students shall

4.1 Create projects about their reading, such as literary analyses, dramatic readings, giving book talks.

5.0 Attitude Building

The students shall

5.1 Use reading time constructively.

5.2 Manage time to meet assignment deadlines.

5.3 Demonstrate a continuing interest in reading.

5.4 Actively share reading experiences.

SENIOR HIGH LANGUAGE ARTS

Great Literature

Course Description

Great Literature is a survey of classical world novels. The course begins with a thorough analysis of the elements of fiction. First as a class, then in groups, then individually, students read and analyze universally-recognized novels.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate the ability to read and analyze a novel. (1,2,4,8)
2. Select novels independently and in groups for reading and analysis. (5,7)
3. Analyze novels for the elements of fiction and historical perspectives. (5,8,11,13)
4. Choose one aspect of several of the novels as a topic on which to write creatively. (4,5,7,8,9,12)
5. Develop a sense of enjoyment and self-awareness in reading great world novels. (3,9,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

1.1 Demonstrate writing skills by:
   a) Writing analyses of genre and fictional elements.
   b) Utilizing correct grammar, spelling, usage, and organization.
   c) Using correct essay structure and transitions.

1.2 Demonstrate reading skills by:
   a) Understanding genre and elements of fiction, such as character, plot, theme, tone, style, purpose and point of view.
   b) Studying new vocabulary words that arise in personal and class reading.

1.3 Demonstrate speaking skills by utilizing knowledge of genre and fictional elements in class discussion.

2.0 Use of Resources

The students shall

2.1 Select supplementary novels to read and analyze.

2.2 Use library resources for biographical information and critical essays.

3.0 Critical Thinking

The students shall

3.1 Interpret novels as a class, in small discussion groups, and individually.

3.2 Organize a group presentation of the elements of fiction of a specific novel for the rest of the class.

3.3 Write analytical essays about the elements of fiction.

4.0 Creative Expression and Response

The students shall

4.1 Create original projects based upon independent or class readings, such as book reports, character sketches, critical reviews.

4.2 Prepare an oral reading of certain sections of a novel.

5.0 Attitude Building

The students shall

5.1 Appreciate world culture as reflected in classical literature.

5.2 Become aware of social conflicts, personal relationships and historical perspectives.

5.3 Develop the ability to criticize constructively.

5.4 Realize the enjoyment and value of reading classical world literature.

SENIOR HIGH LANGUAGE ARTS

Individualized Literature

Course Description

This course provides the student with enjoyable reading experiences. The student is expected to respond to reading experiences in a variety of ways. Reading goals which allow for a variety of reading activities are determined through individual student-teacher conferences. The student and the teacher periodically evaluate progress toward goal attainment.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Expand language arts skills through reading for pleasure. (1,2,3,4,9,13)
2. Utilize the IMC for selection of literature. (4,7)
3. Distinguish among various elements of literature. (5,8,9)
4. Develop a creative project to demonstrate an understanding of the literature studied. (3,4,6,7,8,9,10,12,13)
5. Gain an appreciation for types of literature not previously read. (3,8,9,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   - a) Preparing brief summaries and responses based upon reading.
   - b) Practicing newly-learned vocabulary.

1.2 Demonstrate reading skills by:
    a) Increasing sustained reading time.
    b) Increasing reading comprehension.
    c) Distinguishing between and among story elements.

1.3 Demonstrate speaking skills by:
    a) Discussing major themes.
    b) Sharing with the teacher any new vocabulary encountered in the reading.

2.0 Use of Resources

The students shall

2.1 Explore the IMC for reading materials.

2.2 Select materials suited to personal reading goals.

3.0 Critical Thinking

The students shall

3.1 Select readings of literary merit.

3.2 Recognize the plot, character, setting, and theme elements of fiction.

3.3 Recognize the practical and entertainment value of non-fiction.

3.4 Analyze self-growth through exposure to reading.

4.0 Creative Expression and Response

The students shall

4.1 Respond to reading creatively, by utilizing music, art, and/or creative writing to express ideas contained in the literature.

4.2 Critique the presentations of others for content and audience effect.

5.0 Attitude Building

The students shall

5.1 Distinguish among various literary genres.

5.2 Show increasing personal satisfaction from reading by choosing a greater quantity and a wider range of literature.

SENIOR HIGH LANGUAGE ARTS

Novel

Course Description

This course covers the form and development of long fiction through the reading of representative selections from classic to contemporary world novels. Consideration is given to plot, characterization, setting, theme and style. Students practice research, writing and discussion skills.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop basic skills as applied to the study of the novel. (1,2,6,8,9,10,11,12,13)
2. Explore library resources to understand the novel in its historical context. (7,8)
3. Learn to organize information relevant to materials studied while applying analytic skills in examining literary works. (4,5,7)
4. Use the novel as a source for creative interpretation. (3,4,6,9,13)
5. Realize that reading can be a pleasurable life-long pursuit. (3,4,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Summarizing plot including climax and resolution.
  b) Relating themes or characters in several stories.
  c) Comparing style in several stories.
  d) Taking effective notes.

1.2 Demonstrate reading skills by:
  - a) Identifying setting and relating it to the meaning of the novel.
  - b) Understanding plot including climax and resolution.
  - c) Detecting the central conflict.
  - d) Identifying universal themes.
  - e) Identifying the protagonist, antagonist and other important characters in the novel.
  - f) Realizing that a character may be described through direct characterization (what he says, does and thinks) and/or indirect characterization (what others say about him).
  - g) Determining point of view and understanding its effect on the structure of the novel.
  - h) Recognizing the use of stylistic devices such as foreshadowing, flashback, and stream of consciousness.

1.3 Demonstrate speaking skills by:
  - a) Participating in discussions related to plot, theme and character development.

1.4 Demonstrate listening/observing skills by:
  - a) Reacting to the contributions of other class members.
  - b) Incorporating material or ideas from audio-visual presentations and/or teacher lectures into written assignments.

2.0 Use of Resources

The students shall

2.1 Use library to investigate biographical and critical references.

3.0 Critical Thinking

The students shall

3.1 Recognize authors' biases.

3.2 Distinguish between fact and opinion.

3.3 Differentiate between static and dynamic characters and recognize their motivations.

3.4 Recognize that the novel may operate on several levels of meaning simultaneously: literal, symbolic, philosophical, or allegorical.

3.5 Compare themes in novels chosen for this class.

3.6 Compare characters in novels chosen for this class.

3.7 Develop skills to interpret and analyze literature read.

3.8 Justify their analysis of the novel and its contents with quotations from within the novel itself.

4.0 Creative Expression and Response

The students shall

4.1 Write an interesting and valid literary analysis of a novel.

4.2 Write a sketch of a character from a novel.

5.0 Attitude Building

The students shall

5.1 Enjoy reading novels and discussing them with others.

5.2 Learn to respect novels as enduring works representing the author's investment of time, talent, and work.

5.3 Respect contributions of peers to class discussions.

5.4 Develop respect for people's differences through studying characters in the novels.

SENIOR HIGH LANGUAGE ARTS

Short Story

Course Description

This course is designed to explore development of short fiction with an emphasis on plot, setting, characterization, style, and form. Historic context of short stories is also used as a basis for class discussion, writing, and presentations.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Recognize the literary merit of a given work. (5,8,9,10,13)
2. Explore library resources as a means of seeing the short story in its historical context. (7,12)
3. Develop respect for people's differences through analyzing characters in the stories and interacting with each other in the classroom. (2,5,7,11,12)
4. Recognize the uniqueness of the short story as a unified, concise, creative narrative. (6,8)
5. Appreciate the short story as a work of literary art.

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Summarizing plot, including climax and resolution (denouement).
  b) Relating themes or characters in several stories.
  c) Comparing styles in several stories.
  d) Taking effective notes.

1.2 Demonstrate reading skills by:
  - a) Identifying setting and relating it to the meaning of the story.
  - b) Realizing that a character may be described through direct characterization (what he says, does, and thinks) and/or indirect characterization (what others say about him).
  - c) Determining point of view and understanding its effect on the structure of the short story.
  - d) Recognizing the use of stylistic devices such as foreshadowing, flashback, irony, allusion, and stream of consciousness.
  - e) Identifying and discussing the significance of description, exposition, and dialogue in the story.
  - f) Citing examples of compression in stories read.
  - g) Differentiating among stories that present "slice-of-life" realism, those that entertain through well-plotted surprise, and those which contain elements of allegory.

1.3 Demonstrate speaking skills by:
  - a) Discussing story elements in class or small groups.
  - b) Presenting ideas and information to the class in an organized manner.

1.4 Demonstrate listening/observing skills by:
  - a) Identifying conflict as one of the universal themes.
  - b) Reacting to the contributions of other class members.
  - c) Incorporating material or ideas from audio-visual presentations or teacher lectures into written assignments.

2.0 Use of Resources

The students shall

2.1 Use the library to investigate biographical and critical references.

3.0 Critical Thinking

The students shall

3.1 Analyze the effect of the author's point of view, conciseness, and unity of purpose.

3.2 Differentiate between static and dynamic characters and recognize their motivations.

3.3 Recognize that the short story may operate on several levels of meaning simultaneously: literal, symbolic, philosophical, and allegorical.

3.4 Compare themes and characters in short stories chosen for this class.

3.5 Develop skills to interpret and analyze literature read.

3.6 Justify the analysis of the short story and its contents with quotations from within the short story itself.

4.0 Creative Expression and Response

The students shall

4.1 Write an interesting and valid analysis of a short story.

4.2 Write a sketch of a character from a short story.

4.3 Share with others ideas derived from reading.

5.0 Attitude Building

The students shall

5.1 Enjoy reading and discussing short stories with others.

5.2 Respect short stories as enduring works representing the authors' investments of time, talent, and work.

5.3 Respect contributions of their peers to class discussion.

5.4 Assume responsibility for being prepared for class.

5.5 Develop a respect for the property and ideas of others.

5.6 Develop confidence in their ability to react to the short story.

SENIOR HIGH LANGUAGE ARTS

Poetry

Course Description

Poetry is examined with particular emphasis on teaching the student how to read, interpret, and evaluate a variety of verse forms. Students are expected to write and recite poetry and to study intensively a favorite poet's works.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The student shall

1. Recognize types and forms of poetry and the poetic devices (sense and sound) commonly used in poetry. (1,2,3,5,6,8)
2. Use the library as a resource for acquiring materials to enhance the study of poetry. (5,7)
3. Analyze subject matter and form of long and short poetic works. (1,2,4,5)
4. Use print and non-print materials to create original works. (3,6-13)
5. Perceive poetry as a work of art in both form and content. (3,4,5,6,8-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Writing analyses and interpretations of poetic material read.
   b) Composing original poems.

1.2 Demonstrate reading skills by:
  - a) Identifying the rhyme pattern in a given poem.
  - b) Recognizing the arrangement of stanzas and their effectiveness in a given poem.
  - c) Differentiating among verse forms, such as traditional rhymed verse, blank verse, free verse.
  - d) Identifying specialized verse patterns such as the sonnet, the ballad, and pentameter couplets.
  - e) Scanning poems to detect variety in rhythm.
  - f) Identifying poetic devices, such as metaphor , apostrophe, and alliteration.

1.3 Demonstrate speaking skills by:
  - a) Discussing the arrangements of stanzas and their effectiveness in a given poem.
  - b) Reading poetry aloud.

1.4 Demonstrate listening/observing skills by:
  - a) Differentiating among verse forms, such as traditional rhymed verse, blank verse, free verse.
  - b) Identifying poetic devices, such as metaphor , apostrophe, alliteration.

2.0 Use of Resources

The students shall

2.1 Utilize the library as a source of anthologies, collections, and biographies.

2.2 Identify poetic imagery in the media.

3.0 Critical Thinking

The students shall

3.1 Explicate poems, considering form, content, and the relationship between them.

3.2 Identify thematic relationships among given poems.

3.3 Characterize different poets' attitudes toward similar subjects.

3.4 Critique self-written poetry and the poetry of others considering such techniques as compression, surprise, sensory impressions, distortion, treatment of point of view, change of focus, pace, and dramatic action.

4.0 Creative Expression and Response

The students shall

4.1 Demonstrate differing points of view by rewriting poems into prose and prose into poetry.

4.2 Write poetry to express personal creative talents.

4.3 Present non-print imagery in poetic form.

4.4 Relate other artistic forms to poetry.

5.0 Attitude Building

The students shall

5.1 Recognize poetry as a reflection of culture.

5.2 Appreciate auditory and visual poetic imagery.

5.3 Gain confidence in ability to write and critique poetry.

SENIOR HIGH LANGUAGE ARTS

Selected Topics in Literature

Course Description

This course focuses on thematic units chosen by the students and the teacher. Topics may include values, love, death, identity, interaction, communication, horror, mystery and intrigue, popular music, and authors and genres. Small groups of ten to fifteen students utilize discussion skills in a study of the literature. Students practice basic skills in reading, writing, speaking, and listening and have an opportunity for individual selection of reading materials and projects.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Practice reading, writing, speaking and listening skills as applied to thematic units of study in class and interact with others in group situations. (1,2,4,5,8,9,11,12,13)
2. Learn and practice basic research skills. (1,2,7)
3. Analyze ideas from literature which pertain to their own lives. (1,5,9,11)
4. Develop creative projects to demonstrate an understanding of the subject matter. (2,3,4,5,6,7,8,9,10,12,13)
5. Develop a respect for the contributions of others and a sense of responsibility for their own learning and reading. (3,5,6,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by
   a) Summarizing works read.

- b) Stating main ideas.
- c) Preparing writing assignments.
- d) Interpreting literature.
- e) Creating a personal writing style.
- f) Practicing analytical writing.

1.2 Demonstrate reading skills by:
- a) Identifying with fictional characters.
- b) Synthesizing information from literature, media, and personal reading.
- c) Relating literature to life issues.

1.3 Demonstrate speaking skills by:
- a) Contributing ideas.
- b) Improvising in role-playing.
- c) Resolving conflicts.

1.4 Demonstrate listening/observing skills by:
- a) Sharing ideas.
- b) Brainstorming and evaluating.
- c) Developing leadership.
- d) Respecting each other.

2.0 Use of Resources

The students shall

2.1 Utilize the library effectively.

2.2 Investigate media and community resources to enrich classroom discussions, activities and projects.

3.0 Critical Thinking

The students shall

3.1 Demonstrate an ability to relate literature to life.

3.2 Synthesize information from literature, media, and personal experience.

3.3 Evaluate personal participation in and the effectiveness of the group discussion.

3.4 Demonstrate skill in selecting literature appropriate to thematic topics and to personal interests and capabilities.

4.0 Creative Expression and Response

The students shall

4.1 Apply research and critical thinking to original creative expression in writing, speaking, and making presentations.

4.2 Prepare creative projects based upon the synthesis of information from various sources.

5.0 Attitude Building

The students shall

5.1 Demonstrate respect for the contributions of others.

5.2 Assume responsibility for preparing assignments and contributing to the group.

5.3 Develop an appreciation for creative ideas.

5.4 Develop a respect for property and ideas of others.

5.5 Enjoy reading literature and discussing it with others.

SENIOR HIGH LANGUAGE ARTS

Popular Literature

Course Description

Popular literature is a course in contemporary fiction that uses high-interest works of literature as a means of teaching the fundamentals of literary analysis and stimulating personal reading.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate the ability to read selected popular literature. (1,2,4,8)
2. Use media centers as a means of selecting literature for study and appreciation. (5,7)
3. Investigate ideas from the literature that will generate understanding and feelings. (5,8,11,13)
4. Communicate ideas related to the literature in a creative manner. (6,8,9,12,13)
5. Become acquainted with and enjoy many forms of literature. (3,8-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Summarizing plots.
   b) Interpreting themes and characters in literature.
   c) Analyzing literary styles and forms.
   d) Taking effective notes on reading, discussion, and lectures.
   e) Taking tests effectively.
   f) Utilizing new vocabulary.

1.2 Demonstrate reading skills by:
   a) Perceiving literature vicariously.
   b) Comprehending the elements of fiction: plot, theme, characterization, setting, tone, point of view, and style.
   c) Following directions on reading assignments.
   d) Selecting supplemental genres.

1.3 Demonstrate speaking skills by:
   a) Discussing literature in class situations.
   b) Interpreting literature individually.
   c) Giving oral interpretations and summaries.
   d) Expanding vocabulary.

1.4 Demonstrate listening/observing skills by:
   a) Detecting main ideas from teacher lectures.
   b) Following directions.
   c) Cooperating during discussion periods.

2.0 Use of Resources

The students shall

2.1 Seek additional interesting literature in the library.

2.2 Read supplemental materials for genre classification.

2.3 Investigate the options of using A.V. equipment for project preparation.

3.0 Critical Thinking

The students shall

3.1 Think critically about ideas from written language that will generate new understandings.

3.2 Analyze elements of fiction: theme, characterization, and style in writing.

3.3 Interpret orally such elements of fiction as theme, motif, and symbol.

3.4 Incorporate setting and point of view in discussion.

3.5 Draw inferences from literature studied.

4.0 Creative Expression and Response

The students shall

4.1 Achieve individual excellence in the development of talents and abilities.

4.2 Express universal ideas and interpret settings/characters from assigned reading in a creative project, such as an original writing, an original piece of art, a graphic or structural representation of images.

4.3 Utilize art, music, and literature to create projects to be presented to the class.

5.0 Attitude Building

The students shall

5.1 Become more flexible and imaginative in communicating ideas.

5.2 Appreciate reading literature of different genres.

5.3 Respect writings of diverse authors.

5.4 Compare the strengths and weaknesses of their own culture to those of other cultures.

SENIOR HIGH LANGUAGE ARTS

Sports Literature

Course Description

This course assists the student in developing and increasing reading and writing skills through a study of sports literature. Oral communication, research techniques, testing procedures, reading, and writing skills are stressed.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Practice reading, writing, listening, thinking, observing and speaking skills. (1,2,4,5,6,8,9,12,13)
2. Use resources to find information on ideas related to sports. (4,7,10)
3. Distinguish between different types of literary styles and concepts found in sports writing. (2,5,8,11)
4. Create writing projects based on the literature read. (3,6)
5. Apply moral lessons to life. (4,6,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Reinforcing and improving practices of paragraph writing through a variety of techniques.
  b) Expanding vocabulary.
  c) Reinforcing and improving study skills.

1.2 Demonstrate reading skills by:
  a) Understanding vocabulary of sports.
  b) Learning how to take a test using such techniques as mnemonic devices, continual review, and correct interpretation of the questions, improving present reading skills and developing new ones.

1.3 Demonstrate speaking skills by practicing oral communication through oral and group projects.

1.4 Demonstrate listening/observing skills by:
   a) Practicing activities such as note taking.
   b) Drawing inferences and reading for comprehension.

2.0 Use of Resources

The students shall

2.1 Use the IMC to find information about a person or sport.

2.2 Become aware that people are also sources of information.

2.3 Use the dictionary or thesaurus to improve vocabulary.

3.0 Critical Thinking

The students shall

3.1 Evaluate different literary styles found in sports writing.

3.2 Analyze and evaluate ideas from literature.

4.0 Creative Expression and Response

The students shall

4.1 Use creative expression in designing projects concerning sports.

4.2 Use figurative language exemplified by reading models.

5.0 Attitude Building

The students shall

5.1 Adapt moral lessons to personal life through discussion and writing assignments.

5.2 Recognize the value of sports and sports personalities to our society.

5.3 Relate personal life to the lives of sports personalities.

SENIOR HIGH LANGUAGE ARTS

Mystery/Detective

Course Description

This course allows the student to explore the genre of the mystery/detective tale. Students will discern the techniques of foreshadowing, conflict, plot development, suspense, setting, characterization, and style. Students will develop skills in logic and critical thinking through analysis of motivation, plot development, and structure of the mystery/detective story.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Acquire basic skills of reading, writing, speaking, listening, and observing. (1,2,3,4,5,8,9,11,12)
2. Research the diverse writing styles of authors of suspense. (2,3,7,9)
3. Examine structural elements peculiar to the mystery/detective story. (1,5)
4. Recreate mystery techniques in developing an original story. (1,4)
5. Develop an appreciation for leisure reading of the mystery/detective story. (3,6,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Writing and/or describing devices of characterization, setting, foreshadowing, and mood within a story.
   b) Improving personal writing skills, such as vocabulary, spelling, grammar, usage, style.
   c) Writing analyses of the literature.

1.2 Demonstrate reading skills by:
  a) Reading for "what happens" and "who dunnit."
  b) Reading for drawing inference and conclusion.
  c) Understanding in chronological order the plot of a given story.

1.3 Demonstrate listening/observing skills by observing actions/people and places in order to develop awareness of characterization and setting.

2.0 Use of Resources

The students shall

2.1 Explore the variety of mystery/detective novels and short stories.

2.2 Seek out supplemental reading selections.

3.0 Critical Thinking

The students shall

3.1 Recognize the basic structure of prevalent mystery/detective plots:
  a) Set-up: author introduces characters, setting, and background.
  b) Initial incident: something happens that disrupts the normal, smooth flow of events.
  c) Development of initial incident: character investigates the incident.
  d) Realization of conflict: character realizes the seriousness of the conflict to the point of inability to "escape" it.
  e) Development: character attempts to solve the conflict, eliminate the problem, or get out of trouble, and with every step taken gets in deeper and deeper.
  f) Climax: turning point of the story--character faces the conflict in a "sink or swim" situation.
  g) Resolution: sometimes omitted, as in the surprise ending.

3.2 Identify shifts in viewpoint in a given work.

3.3 Compare thematic similarities among the variety of mystery novels.

3.4 Analyze an author's skills at his craft, considering:
  a) Techniques such as foreshadowing, flashback, irony, surprise, and distortion.
  b) Focus and change of pace.
  c) Style, such as word choice, word order, stream of consciousness, sentence simplicity/complexity.

3.5 Distinguish between the realities of crime and fictionalized expression.

4.0 Creative Expression and Response

The students shall

4.1 Create a project, such as an original ending for an existing mystery story or creating an original mystery/detective story.

5.0 Attitude Building

The students shall

5.1 Recognize the enjoyment potential of the mystery/detective story.

5.2 Appreciate the writing of professional and student authors in this genre.

5.3 Learn to choose reading materials selectively.

5.4 Appreciate how mystery/detective literature reflects contemporary culture in television drama, film, and pulp fiction.

SENIOR HIGH LANGUAGE ARTS

Science Fiction

Course Description

Science fiction explores the possibilities of potential change in the present and in the future. Students will investigate technological, scientific and sociological change through the study of current media forms, classical, and popular science fiction. Possible alternatives and long-range trends are related to the lives of the students. Students may analyze literature for scientific accuracy and literary merit. Creative writing allows students to explore their personal viewpoints in the area of science fiction.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Analyze an author's work in terms of content and effect as well as basic elements. (1,2,3,4,5,6,8,9,10,11,12,13)
2. Analyze current media as a source for predicting future trends. (1,2,3,4,5,6,7,9,10,11,12,13)
3. Develop an awareness of the components of science fiction genre. (1,2,3,4,5,6,7,8,9,10,11,13)
4. Create original projects. (1,2,3,6,7,8,9,10,11,13)
5. Recognize and enjoy the literature of science fiction.

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Answering essay questions.
  b) Writing about such elements as plot, characterization, setting, and theme.

1.2 Demonstrate reading skills by:
   a) Comprehending the literary elements of a work.
   b) Discerning the effect of word choice.
   c) Developing vocabulary pertinent to the genre.

1.3 Demonstrate speaking skills by participating in class discussion and/or making presentations.

1.4 Demonstrate listening/observing skills by learning from other class members.

2.0 Use of Resources

The students shall

2.1 Utilize media to extract valid information.

2.2 Compile and correlate information selected from media.

3.0 Critical Thinking

The students shall

3.1 Recognize and analyze science fiction components for accuracy and verity.

3.2 Examine science fiction for the purpose of projecting current trends into the future.

3.3 Develop strategies for dealing with future change.

4.0 Creative Expression and Response

The students shall

4.1 Integrate and apply scientific, technological, and sociological information into an original project.

5.0 Attitude Building

The students shall

5.1 Recognize a work as belonging to the science fiction genre.

5.2 Understand current events as they relate to the future.

540

SENIOR HIGH LANGUAGE ARTS

Frontier Literature

Course Description

Frontier Literature is the critical study of novels, poetry, short stories, fables, tall tales, and ballads from the Western Frontier era in America. Students are expected to understand the conventions of the genre and to develop an awareness of the frontier lifestyle.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Perceive and express the essence of a literary work. (1,2,4,5)
2. Learn to find pertinent written and audio-visual materials in the library and in the community. (7,9)
3. Learn to analyze literature, characters, self, values, and society. (5,7,8,9,12)
4. Demonstrate ability to create stories, myths, projects, and/or reports. (1,2,6,7,9)
5. Develop a respect and appreciation for the values of their own and other cultures. (1,2,4,6,8,10)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Citing incidents and quotations showing changes in characterization.
  b) Demonstrating knowledge of the central conflict patterns and identifying them.
  c) Explaining the effect of point of view on novels.
  d) Answering essay test questions.

12/80

1.2 Demonstrate reading skills by:
  a) Identifying setting and relating it to the meaning of the novel.
  b) Identifying the protagonist, antagonist, and stock characters in the novels.
  c) Reconstructing plot, identifying the protagonist's problems, and recognizing foreshadowing, climax, and resolution.
  d) Understanding and recognizing the significance of flashbacks in the narration of the story.
  e) Detecting the central conflict patterns and identifying them as one or more of the following: character vs. character, character vs. self, and character vs. outside force.
  f) Determining narrative point of view.

1.3 Demonstrate speaking skills by participating in class discussion and/or presentations.

1.4 Demonstrate listening/observing skills by:
  a) Citing incidents and quotations that show changes in characters throughout the novel.
  b) Applying active listening skills.

2.0 Use of Resources

The students shall

2.1 Use the media center to research assignments and to augment understanding and appreciation of the genre.

2.2 Become aware of local history and community resources.

2.3 View filmstrips, movies, and television shows appropriate to the subject matter.

3.0 Critical Thinking

The students shall

3.1 Assess the literary value of a frontier or Western novel.

3.2 Read and analyze novels on several levels, such as literal, symbolic, philosophical, and allegorical.

3.3 Understand the relationships between themes in novels and the students' own values.

3.4 Analyze characterization.

3.5 Recognize and understand the heroic ideal or concept of manliness that evolved from such figures as the American mountain man, trapper, miner, frontiersman, scout, and cowboy.

3.6 Distinguish fact from fantasy in viewing media presentations concerning the frontiersman image.

3.7 Recognize and understand the conflict between minority cultures and the White Society, as the West became "civilized."

3.8 Recognize the position and problems of minorities in today's society and consider possible solutions to those problems.

4.0 Creative Expression and Response

The students shall

4.1 Demonstrate a knowledge and understanding of the subject matter using creative projects and/or presentations.

5.0 Attitude Building

The students shall

5.1 Take responsibility for learning and for sharing ideas with others.

5.2 Learn to balance reading of Frontier Literature with other literary forms.

5.3 Learn to respect and enjoy Frontier Literature as enduring works and to admire authors' investments of time, talent and work.

5.4 Develop an understanding of differences in philosophy, way of life, and abilities through studying characters in the novels as well as through interacting with others in the class.

5.5 Appreciate and enjoy minority people's poetry, legends, and prose.

5.6 Empathize with the needs of cultures in our society.

SENIOR HIGH LANGUAGE ARTS

American Folklore

Course Description

This course investigates much of the American Folklore that remains in society today. Students share with the class some of the lore that is a part of family tradition. Novels of particular periods in the development of the American spirit will be read, as well as original source material, excerpts from diaries, letters, anecdotes, myths, and/or legends. Oral presentations, research and creative writing are included in the students' exploration of American folklore.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Recognize and become familiar with the characteristics of American folklore through reading, researching, and sharing material. (1,2,4)
2. Develop skills for researching lore in family materials, community resources, and specialized library collections. (5,7)
3. Evidence proficiency in analyses of folk material from both written and oral sources. (5,8,11,13)
4. Assume responsibility for creating written and oral tales and accounts of family and local lore. (6,8,9,12,13)
5. Establish identity, security, and pride in learning more about individual family's history/lore and appreciate the variety and colorful hue of American folklore. (3,8,9,10,11,12,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by creating written accounts of family lore, legends, and expressions.

1.2 Demonstrate reading skills by:
  a) Reading and understanding diaries, letters, anecdotes, and/or historical accounts.
  b) Recognizing dramatic elements in personal and family lore.

1.3 Demonstrate speaking skills by developing the art of conversational storytelling.

1.4 Demonstrate listening/observing skills by conducting interviews and viewing folklore replications, such as bluegress festivals, living museums, and media presentations.

2.0 Use of Resources

The students shall

2.1 Gather and evaluate sources of family and local lore when appropriate.

2.2 Use specialized library collections to research information.

3.0 Critical Thinking

The students shall

3.1 Distinguish among the literary types of myth, legend, and authentic folklore.

3.2 Formulate distinctions between original accounts and fictional accounts of particular episodes drawn from American history.

3.3 Construct questions crucial to the medium of oral history.

4.0 Creative Expressions and Response

The students shall

4.1 Project accounts of individual family lore as a group sharing activity whenever appropriate.

4.2 Develop tall tales, anecdotes, and/or legends that amuse and delight an audience.

4.3 Refine ability to share self and enhance experiences in the oral situation.

5.0 Attitude Building

The students shall

5.1 Appreciate the diversity that forms America's cultural roots.

5.2 Accept the importance of simple details or facts of background as the lore that gives uniqueness to each family.

5.3 Acquire a respect for folk speech or dialect as a rich source of lore and oral history.

5.4 Discover a sense of pride in self, family, and nation.

SENIOR HIGH LANGUAGE ARTS

Minority Literature

Course Description

Minority Literature presents students with the opportunity to discover a wide body of literature that is an important part of our literary heritage, but which is often not covered in most conventional literature courses. The course focuses on autobiographies, essays, poetry, plays and novels by minorities such as Asian Americans, Blacks, Hispanics, Jews, Native Americans, and Women. Literary analysis is supplemented by media and creative projects aimed toward experiencing the cultures.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Gain greater understanding of minorities through their literature. (1,5)
2. Understand that the authors' literary expressions emerge from dominant social and historical forces. (4,5,7)
3. Demonstrate growth in the skills of literary analysis. (5,10)
4. Practice various forms of written and oral expression. (1,2,4,8,11,12)
5. Develop literary standards. (3,6,9,10,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Summarizing assigned reading.
  b) Responding to questions related to the reading.
  c) Refining basic expository writing skills.
  d) Practicing notetaking.

1.2 Demonstrate reading skills by:
  a) Understanding general and ethnic vocabularies.
  b) Recognizing literary elements, such as plot, character, setting, theme, style, point of view, figurative language, and structure.

1.3 Demonstrate speaking skills by participating in small and large group discussions.

1.4 Demonstrate listening/observing skills by practicing active listening.

2.0 Use of Resources

The students shall

2.1 Use IMC to supplement knowledge of minority literature and culture.

2.2 Draw upon various media for presentations.

2.3 Utilize community resources as assigned.

3.0 Critical Thinking

The students shall

3.1 Learn to recognize persuasive techniques used in literature.

3.2 Analyze basic components of the literature.

3.3 Interpret literature in light of its historical and social context.

3.4 Perceive the significance of a personal cultural background in responding to the literature.

4.0 Creative Expression and Response

The students shall

4.1 Apply research and critical thinking skills to individual creative expression in writing, speaking, and presenting projects.

5.0 Attitude Building

The students shall

5.1 Take pride in personal ethnic heritage and culture.

5.2 Respect the ethnic heritage, culture, and literature of others.

5.3 Appreciate the contributions made to American life by minorities.

5.4 Form sensitive responses to controversial issues.

5.5 Appreciate the effectiveness of dialect.

5.6 Exhibit respect for peers, materials, and classroom environment.

SENIOR HIGH LANGUAGE ARTS

American Literature 1
(Colonial Period to 20th Century)

Course Description

This survey course examines various literary forms, such as letters, journals, essays, poetry, novels, and short stories in historical context. Students will read and analyze the ideas of major American authors from the Colonial Period to the 20th century. Students will practice research, writing, and discussion skills.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate the ability to read and analyze American literature. (1,2,4,5,6,7,8)
2. Practice research skills. (5,7)
3. Analyze and critically evaluate literature. (5,7,9,13)
4. Develop an understanding of the creativity involved in writing literature. (3,5,6,9,10,11,13)
5. Recognize the literary merit of a given work. (3,5,6,8,9,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Summarizing content of assigned reading.
  b) Reinforcing basic expository writing skills through note taking and other writing assignments, such as reports, essays, research projects.
  c) Taking notes effectively.

1.2 Demonstrate reading skills by:
    a) Reading the assigned works of American authors, such as Edwards, Franklin, Paine, Wheatley, Irving, Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickenson, Twain, Charles Chesnutt.
    b) Recognizing characteristics of various literary genres.
    c) Taking notes effectively.
    d) Recognizing elements of plot development, setting, characterization, theme, style, and tone.
    e) Comprehending specialized vocabulary of individual authors and works.
    f) Relating characteristics of the period to the literature of that period.

1.3 Demonstrate speaking skills by:
    a) Summarizing content of assigned readings.
    b) Reinforcing speaking skills in large and small group activities.
    c) Developing ability to ask questions.

1.4 Demonstrate listening/observing skills by:
    a) Following directions.
    b) Reinforcing listening skills in large and small group activities.

2.0 Use of Resources

The students shall

2.1 Use library resources effectively.

2.2 Investigate biographical and critical references.

2.3 Draw upon available multi-media sources to supplement classroom activity.

3.0 Critical Thinking

The students shall

3.1 Define the literary terms and conventions of each genre studied.

3.2 Examine, through analysis and comparison, the chief characteristics of the genres studied.

3.3 Compare various themes, topics, and major literary movements such as realism, romanticism, naturalism,

3.4 Recognize authors' biases.

3.5 Distinguish between fact and opinion.

3.6 Develop skills to interpret and analyze literature by:
  a) Discussing how various authors handle the conventions of each genre in terms of specific subjects and points of view.
  b) Examining the impact of diction in poetry and prose.
  c) Defining literary terms with examples from literature.

4.0 Creative Expression and Response

The students shall

4.1 Devise creative projects and/or presentations that reflect understanding of materials studied.

4.2 Synthesize materials to substantiate a concept or theme.

5.0 Attitude Building

The students shall

5.1 Enjoy reading American literature.

5.2 Enjoy participating in group discussion.

5.3 Appreciate the literary and cultural heritage of America.

5.4 Recognize the value of the literary contributions of the various segments of the American population.

5.5 Assume responsibility for being prepared for class.

5.6 Develop a respect for the property and ideas of others.

5.7 Develop an appreciation and respect for creative ideas.

SENIOR HIGH LANGUAGE ARTS

American Literature 2
(20th Century)

Course Description

This survey course examines variuous literary forms, such as essays, poetry, novels, short stories, and drama in historical content. Students will read and analyze the ideas of major 20th century American authors. Students will practice research, writing, and discussion skills.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate the ability to read and analyze American literature. (1,2,4,5,6,7,8)
2. Practice research skills. (5,7)
3. Analyze and critically evaluate literature. (5,7,9,13)
4. Develop an understanding of the creativity involved in writing literature. (3,5,6,9,10,11,13)
5. Recognize the literary merit of a given work. (3,5,6,8,9,10,11,13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Summarizing content of assigned reading.
   b) Reinforcing basic expository writing skills through note-taking and other writing assignments, such as reports, essays, and research projects.
   c) Taking notes effectively.

1.2 Demonstrate reading skills by:
   a) Reading the assigned works of authors such as Lewis, Buck, Hemingway, Steinbeck, Faulkner, Wilder, O'Neill, Cather, Miller, Sandburg, Frost, Millay, J.W. Johnson, Baldwin, Wright, Hansberry, I.B. Singer.
   b) Recognizing characteristics of various literary genres.
   c) Recognizing elements of plot development, setting, characterization, theme, style, and tone.
   d) Comprehending specialized vocabulary of individual authors and works.
   e) Relating characteristics of the period to the literature of that period.

1.3 Demonstrate speaking skills by:
   a) Summarizing content of assigned readings.
   b) Reinforcing speaking skills in large and small group activities.
   c) Developing ability to ask questions.

1.4 Demonstrate listening/observing skills by:
   a) Following directions.
   b) Reinforcing listening skills in large and small group activities.

2.0 Use of Resources

The students shall

2.1 Be able to use information provided to locate and use library resources.

2.2 Investigate biographical and critical references.

2.3 Draw upon available multi-media sources to supplement classroom activity.

3.0 Critical Thinking

The students shall

3.1 Define the literary terms and conventions of each genre studied.

3.2 Examine, through analysis and comparison, the chief characteristics of the genres studied.

3.3 Compare various themes, topics, and major literary movements, such as realism, romanticism, naturalism.

3.4 Recognize authors' biases.

3.5 Distinguish between fact and opinion.

3.6 Develop skills to interpret and analyze literature by:
   a) Discussing how various authors handle the convention of each genre in terms of specific subjects and points of view.

b) Examining the impact of diction in poetry and prose.
c) Defining literary terms with examples from literature.

4.0 Creative Expression and Response

The students shall

4.1 Devise creative projects and/or presentations that reflect understanding of materials studied.

4.2 Synthesize materials to substantiate a concept or theme.

5.0 Attitude Building

The students shall

5.1 Enjoy reading American literature.

5.2 Enjoy participating in group discussion.

5.3 Appreciate the literary and cultural heritage of America.

5.4 Recognize the value of the literary contributions of the various segments of the American population.

5.5 Assume responsibility for being prepared for class.

5.6 Develop a respect for the property and ideas of others.

5.7 Develop an appreciation and respect for creative ideas.

SENIOR HIGH LANGUAGE ARTS

British Literature 1

Course Description

This course offers the student an opportunity for understanding of British cultures through a chronological study of major literary periods: Anglo-Saxon, Medieval, Elizabethan and Neo-classic. Literary terms, mythic motifs, and elements of fiction will be studied and reviewed. Some major writers and works studied are *Beowulf*, Chaucer, Shakespeare, Donne, and Milton.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop literary skills of reading, writing, speaking, and listening as related to the evaluation of English language. (3, 7)
2. Research authors, literary criticism, and literary periods. (4, 5)
3. Demonstrate ability to analyze and interpret literature, orally and in writing. (1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13)
4. Participate in both required and optional creative writing assignments. (1, 2, 5, 6, 7, 8, 9, 10, 11, 13)
5. Appreciate the English-speaking cultural heritage. (5, 6, 7, 8, 9, 10, 11, 12, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   - a) Translating Old English and Middle English to Modern English.
   - b) Interpreting themes in literature.
   - c) Analyzing style and form of literature.
   - d) Taking notes on reading, discussion, and lectures.
   - e) Answering essay questions.

12/80

  - f) Participating in both required and optional creative writing.

- 1.2 Demonstrate reading skills by:
  - a) Perceiving literature as a record of cultural heritage.
  - b) Following directions on reading assignments.
  - c) Comprehending on different levels, such as literal, symbolic or philosophical.
  - d) Improving knowledge of figures of speech and elements of fiction.

- 1.3 Demonstrate speaking skills by:
  - a) Presenting oral reports on selections read.
  - b) Discussing novels as a member of a panel.
  - c) Reciting memorized passages.
  - d) Expanding vocabulary.

- 1.4 Demonstrate listening/observing skills by:
  - a) Taking notes on lectures and discussion.
  - b) Following directions.
  - c) Developing an expanded vocabulary.

2.0 Use of Resources

The students shall

- 2.1 Use bibliographical lists.
- 2.2 Investigate library sources.

3.0 Critical Thinking

The students shall

- 3.1 Interpret literature orally in small groups.
- 3.2 Analyze themes of literature in written form.
- 3.3 Define mythic motifs of literature.
- 3.4 Evaluate works of literature in both form and content.
- 3.5 Formulate the correlation between the author's style and ideas.

4.0 Creative Expression and Response

The students shall

- 4.1 Develop original projects, such as ballad, sonnet, poem, essay, epic, romance.

557

4.2 Perform creatively by reading aloud and reciting memorized passages.

5.0 Attitude Building

The students shall

5.1 Cooperate in small group discussions.

5.2 Appreciate the literary and cultural significance of major important British works.

5.3 Respect the rights and ideas of others.

5.4 Accept the responsibility of assigned work and due dates.

5.5 Enjoy reading.

SENIOR HIGH LANGUAGE ARTS

British Literature 2

Course Description

This course concentrates on the elements of fiction: theme, plot, setting, characterization, and style, through a chronological study of selected works from Richardson to contemporary writers. Various genres of literature are examined and compared: novel, play, poetry, short story, and essay, with particular emphasis on the development of the novel. Understanding that the literature cannot be studied in isolation, literature is studied in the context of historical periods.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Read, write, and discuss ideas relating to the study of British literature. (3, 7)
2. Utilize the library as a resource for exploring critical writings and biographical information. (4, 5)
3. Evaluate, analyze and interpret the literary quality of the assignments. (1, 2, 5, 7, 8, 9, 10, 11, 12, 13)
4. Participate in creative projects reflecting the understanding of the subject. (1, 2, 5, 7, 8, 9, 10, 13)
5. Appreciate and respect the value of literary contributions by British authors. (5, 6, 7, 8, 9, 10, 11, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Answering specific questions about works read.
   b) Writing compositions based on the selections and by answering short essay examination questions.
   c) Analyzing elements of fiction: setting, plot, theme, characterization, and style.

1.2 Demonstrate reading skills by:
  a) Recognizing the chief characteristics of four major genres: short story, novel, play and poetry.
  b) Ascertaining the impact of language choices in poetry and prose studied.
  c) Defining the literary terms and conventions of each genre studied.
  d) Identifying the significance of description, exposition, and dialogue in the literature.
  e) Recognizing the motivation of the characters as a key to the meaning of the story.

1.3 Demonstrate speaking skills by:
  a) Discussing the literary characteristics, such as form, style, theme, prose, rhythm, irony, imagery, in a given work.
  b) Discussing how various authors handle the conventions of each genre in terms of specific subjects and points of view.
  c) Presenting an oral report on a selected novel.

1.4 Demonstrate listening/observing skills by:
  a) Organizing useful notes on the lecture and class discussions.
  b) Following directions.
  c) Taking tests effectively.

2.0 Use of Resources

The students shall

2.1 Use bibliographic material for library investigation.

2.2 Explore library for enrichment activities.

2.3 Recognize time as a resource, and organize to meet deadlines.

3.0 Critical Thinking

The students shall

3.1 Evaluate the literary quality of assigned works.

3.2 Interpret selected passages.

3.3 Differentiate among narratives that present slice-of-life realism, those that entertain through well-plotted surprise, and those which contain elements of allegory.

4.0 Creative Expression and Response

The students shall

4.1 Create original projects or writings related to the study of British literature.

5.0 Attitude Building

The students shall

5.1 Enjoy reading literature and discussing it with others.

5.2 Appreciate the literary and cultural heritage of English-speaking people.

5.3 Respect the interpretations of ideas from literature expressed by others.

SENIOR HIGH LANGUAGE ARTS

Shakespeare 1

Course Description

Shakespeare's continuing appeal as a playwright will be investigated by exploring his ability to use characterization, dramatic language, and universal themes. The course is an introduction to selected comedies, tragedies, and/or histories. It explores the culture and history of the Elizabethan era.

Objectives

The following objectives are based upon general goals of language arts for the district.

The students shall

1. Read and analyze dramatic literature with competency, identifying history, comedy, and tragedy as well as the elements of a play. (1, 2, 4, 5, 6, 8, 9, 10, 12, 13)
2. Use the library as a source for gathering and organizing material for research projects and written analysis. (2, 7, 8)
3. Identify the works in their historical setting and recognize the universality of their dramatic statement. (1, 3, 6, 10, 11, 13)
4. Evidence comprehension of Shakespeare's historical time and literary works through research projects. (1, 4, 7, 9, 11, 12, 13)
5. Achieve an appreciation of Shakespeare's genius. (1, 3, 4, 6, 11, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Reacting to the various elements of dramatic literary analysis.
   b) Organizing ideas and expressing them effectively using standard English.

1.2 Demonstrate reading skills by:
  - a) Identifying meter and rhyme, word choice, uses of prose intermingled with poetry, and elements of style as expressed in Shakespeare's language.
  - b) Discovering themes as expressed in the plots of the plays.
  - c) Practicing reading skills, including word attack on unfamiliar words, vocabulary building, and fluency.
  - d) Identifying the elements of a play, (plot, character, setting, theme, tone, style, poetic language) as well as terminology, such as soliloquy, aside, prologue, epilogue, song, comic relief.

1.3 Demonstrate speaking skills by:
  - a) Organizing ideas and expressing them effectively using standard English.
  - b) Practicing speaking skills, such as interpretation of the sounds of words, uses of cadence and rhythm, tone, color, articulation, inflection, and projection.
  - c) Relating vocal and physical expression to the author's purpose.
  - d) Gaining experience planning and presenting orally.

1.4 Demonstrate listening/observing skills by:
  - a) Practicing note taking and research skills.
  - b) Practicing listening skills, such as interpretation of the sounds of words, uses of cadences and rhythm, tone, color, articulation, inflection, and projection.
  - c) Learning to project character through oral reading.
  - d) Visualizing play production: acting, costuming, lighting, theatre and stage, audience and its response.
  - e) Listening for meaning.

2.0 Use of Resources

The students shall

2.1 Explore Shakespeare's plays both as written and performed.

2.2 Investigate the cultural and historical background of the plays.

2.3 Gather knowledge of library and community resources.

3.0 Critical Thinking

The students shall

3.1 Recognize and understand character development and its relationship to plot and dramatic impact.

3.2 Compare the universality of both historical and contemporary themes.

3.3 Comprehend historical influences on contemporary theatre.

4.0 Creative Expression and Response

The students shall

4.1 Interpret character orally.

4.2 Create a research project that reflects the Elizabethan Period.

5.0 Attitude Building

The students shall

5.1 Recognize historical and cultural value of plays.

5.2 Realize the joy of a theatrical experience.

5.3 Improve self-concept through oral participation.

5.4 Comprehend the importance and responsibility of being an audience.

5.5 Develop a sense of personal responsibility.

SENIOR HIGH LANGUAGE ARTS

Shakespeare 2

Course Description

A continuation of the skills and concepts taught in Shakespeare 1, this course is designed to explore more complex themes, structures, and uses of poetic language in Shakespeare's comedies, histories, and tragedies. Students expand their knowledge of the role of drama in Elizabethan England through in-class activities and independent research projects.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate confident use of listening, observing, speaking, reading, and writing skills as they apply to dramatic literature. (1, 2, 4,8)
2. Practice research skills in order to expand knowledge of the historical periods affecting the meaning of the plays. (5, 7)
3. Apply literary analysis skills to poetic drama within the dramatic genres of comedy, history, and tragedy. (5, 9)
4. Incorporate analysis of the plays and background research into personal interpretations. (6, 8, 11, 12)
5. Appreciate further the genius of Shakespeare and his continuing influence on the world's theatre and the English language. (3, 10, 11, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

- 1.1 Demonstrate writing skills by:
  - a) Reacting to the various elements of dramatic literary analyses.
  - b) Organizing ideas and expressing them effectively in standard English.
  - c) Practicing note taking and research skills.

1.2 Demonstrate reading skills by:
  - a) Sharpening ability to comprehend archaic language and figurative speech.
  - b) Identifying meter and rhyme, word choice, uses of prose intermingled with poetry, and elements of style as expressed in Shakespeare's language.
  - c) Practicing vocabulary building and word attack.
  - d) Improving reading comprehension.
  - e) Identifying the elements of a play, (plot, character, setting, theme, tone, style, and poetic language) as well as terminology, such as soliloquy, aside, prologue, epilogue, song, and comic relief.

1.3 Demonstrate speaking skills by:
  - a) Projecting character through oral reading.
  - b) Practicing interpretation of the sounds of words, uses of cadence and rhythm, tone, color, articulation, inflection, and projection.
  - c) Relating vocal and physical expression to author's purpose.
  - d) Planning and presenting orally.

1.4 Demonstrate listening/observing skills by:
  - a) Visualizing play production: acting, costuming, lighting, theatre and stage, audience and its response.
  - b) Interpreting meaning in media, lectures, and discussion.

2.0 Use of Resources

The students shall

2.1 Explore Shakespeare's plays as written and performed.

2.2 Investigate major literary criticism of Shakespeare's plays.

2.3 Study the cultural and historical background of the plays.

2.4 Utilize library and community sources.

2.5 Develop a research paper on some aspect of the plays.

3.0 Critical Thinking

The students shall

3.1 Perceive and analyze multiple themes in the plays.

3.2 Apply basic knowledge of theme, characterization, and structure to attain understanding of the complexity of the plays.

3.3 Comprehend the influences of theatre in the past upon theatre in the present.

3.4 Compare ancient and modern themes in terms of their universality.

4.0 Creative Expression and Response

The students shall

4.1 Develop personal character interpretations from evidence in the plays.

4.2 Create a project that reflects the Elizabethan period.

5.0 Attitude Building

The students shall

5.1 Recognize the historical value of plays as a reflection of the time in which they were written.

5.2 Appreciate Shakespeare's genius in creating drama with universal appeal.

5.3 Understand that Shakespeare's plays were meant to be performed in the theatre rather than read as literature.

5.4 Improve self-concept through oral participation.

5.5 Comprehend the importance and responsibility of being an audience.

5.6 Develop a respect for the contributions of others.

SENIOR HIGH LANGUAGE ARTS

World Literature 1

Course Description

World Literature 1 is a survey course designed to examine various comparative world literatures from the Age of Confucious (551 B.C.) through man's Age of Reason (1800 A.D.). Major works of literature will be examined in relation to their historical perspective. Using this literary wealth as a stimulus, students participate in class and group discussions, write critical essays, and develop projects involving the literature of the age they are studying. Some major writers studied are Confusius, Aesop, Plato, Cicero, Basho, Khayyam, Cervantes, Voltaire, Goethe, Moliere, Lady Murasaki.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate an ability to read selected world literature. (1, 4, 5)
2. Explore library resources to understand the literature in its historical context. (4, 7, 10)
3. Demonstrate an ability to interpret selected world literature.
4. Interpret the culture of specific time periods. (6, 8, 11)
5. Develop an appreciation of classical literature, a spirit of cooperation, and an enthusiasm for sharing individual response. (3, 9, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:

a) Analyzing the various literary selections.
b) Interpreting hypothetical situations suggested by the literature.

1.2 Demonstrate reading skills by:
a) Recognizing various literary genre: novel, short story, poetry, essay, diary, drama, journal and letter.
b) Surveying selected world literature for understanding and interpretation.
c) Examining and responding to literary criticism.

1.3 Demonstrate speaking skills by participating actively in analytical discussions of the literary selections.

1.4 Demonstrate listening/observing skills by listening comprehensively to class lectures, discussions, and creative presentations.

2.0 Use of Resources

The students shall

2.1 Draw upon various media for effective cultural perspective presentations.

2.2 Use the library successfully to compile information for research projects.

3.0 Critical Thinking

The students shall

3.1 Relate philosophical doctrines and historical implications to the overall survey of world literature.

3.2 Be able to identify and explain ideas communicated.

3.3 Develop skills to interpret and analyze the literature.

3.4 Be aware of authors' attitudes in order to detect bias.

4.0 Creative Expression and Response

The students shall

4.1 Evidence understanding of selected literature through creative interpretations.

4.2 Present a project that reflects an understanding of the literature of a specific time.

5.0 Attitude Building

The students shall

5.1 Develop a respect for classmates' critical reactions to materials read.

5.2 Develop a confidence in ability to react critically to literature.

5.3 Acquire an overall appreciation for classical world literature.

SENIOR HIGH LANGUAGE ARTS

World Literature 2

Course Description

World Literature 2 is a survey course designed to examine comparative literature from 1800 A.D. to the present day. Selections read will provide a stimulus for students to participate in class and group discussions, write critical essays, and develop projects involving the literature of the age they are studying. Some major writers studied are Pushkin, Hugo, Zola, Tolstoy, Chekkov, Ibsen, Pasternak, Lorca, Mansfield, Pirandello, Singer, Camus, Lessing.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate an ability to read selected world literature. (1, 4, 5)
2. Explore library resources to understand the literature in its historical context. (4, 7, 10)
3. Demonstrate an ability to interpret selected world literature. (5, 11, 13)
4. Prepare cultural interpretations of specific time periods. (6, 8, 11)
5. Develop an appreciation of classical literature, a spirit of cooperation, and an enthusiasm for sharing individual responses. (3, 9, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  - a) Writing about selected reading.
  - b) Writing critical essays.
  - c) Developing and carrying out projects.

1.2 Demonstrate reading skills by:
  a) Reading various literary genre: novel, short story, poetry, essay, diary, drama, journal, and letter.
  b) Understanding selected class reading.
  c) Recognizing selected authors representative of a survey beginning with the 1800's through the present day, such as Rousseau, Wordsworth, Thoreau, Goethe, Tolstoy, Twain, Eliot, Ibsen, Camus, Solzhenitsyn, Ryunosuhe, and Rilke.

1.3 Demonstrate speaking skills by participating in oral discussions.

1.4 Demonstrate listening/observing skills by learning from class discussion.

2.0 Use of Resources

The students shall

2.1 Draw upon various media for cultural perspective presentations.

2.2 Use library to compile information for research projects.

3.0 Critical Thinking

The students shall

3.1 Relate philosophical doctrines and historical implications of the literature of various ages to the overall survey of world literature.

3.2 Be able to identify and explain ideas communicated through a variety of selections.

3.3 Develop skills to interpret and analyze literature read.

3.4 Be aware of authors' attitudes in order to detect bias.

4.0 Creative Expression and Response

The students shall

4.1 Present a project that reflects an understanding of the literature of a specific time.

5.0 Attitude Building

The students shall

5.1 Develop a respect for classmates' critical reactions to materials read.

5.2 Develop a confidence in ability to react critically to literature.

5.3 Acquire an overall appreciation for classical world literature.

SENIOR HIGH LANGUAGE ARTS

Mythology

Course Description

This course is concerned primarily with the Greek and Roman pantheon of gods, but other cultures such as the Norse are studied at a comparative level. Background material on Greece and its drama adds emphasis to the individual myths studied through the course. The major part of the course is spent on the myths and a study of Homer's epics - Illiad and/or Odyssey.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Develop basic skills as they are applied to the study of mythology. (1, 2)
2. Demonstrate capacity to use books and media for further exploration of mythology. (5, 7, 8, 9, 10)
3. Demonstrate ability to analyze, interpret, and evaluate the meaning and value of mythological literature in terms of the culture and life of its people and times. (5, 6, 7, 8, 9, 10, 11, 13)
4. Develop creative projects in relation to mythology. (4, 5, 6, 7, 8, 9, 10, 11, 13)
5. Demonstrate comprehension of myths in order to develop the humanistic approach in understanding literature, art, music, and environment. (3, 4, 5, 6, 8, 9, 10, 11, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

1.1 Demonstrate writing skills by:
    a) Developing a working vocabulary based on myths.
    b) Learning to take notes on lectures.
    c) Responding to varied assignments using acceptable writing techniques.

1.2 Demonstrate reading skills by:
   a) Determing a working definition of the term myths.
   b) Recognizing allusions as they appear in literature.
   c) Identifying general themes in myths.
   d) Investigating the historical background of the myth.
   e) Remembering the names of Greek and Roman authors and their works.
   f) Recognizing the characteristics of the epic.

1.3 Demonstrate speaking skills by:
   a) Pronouncing correctly the names of major gods and goddesses.
   b) Participating in oral discussion.

1.4 Demonstrate listening/observing skills by recognizing allusions as they appear in art, music, and/or media.

2.0 Use of Resources

The students shall

2.1 Utilize library materials for research of individual interest.

2.2 Utilize library materials for individual enrichment.

3.0 Critical Thinking

The students shall

3.1 Understand personal values and philosophical positions, on a comparative level, of Greeks and other cultures.

3.2 Comprehend various allusions to mythology when encountered in literature, art, and music.

3.3 Differentiate archetypal motifs in myths.

3.4 Discern universal themes and truths that underlie the myths.

4.0 Creative Expression and Response

The students shall

4.1 Create an original project, such as art, poetry, or prose.

4.2 Relate through discussion, comparisons and contrasts, inferences and themes.

5.0 Attitude Building

The students shall

5.1 Appreciate the application of literature to life.

5.2 Develop respect for differences in philosophy and life styles.

5.3 Develop a greater awareness and appreciation of self through a study of mythological characters and situations.

5.4 Recognize the continuing value of mythological references in contemporary society.

5.5 Appreciate the lyrical quality and the figurative expressions that pervade the Greek myths.

5.6 Acknowledge the contributions of the early Greeks to Western life and thought.

5.7 Learn to care for books or be zapped by Zeus.

SENIOR HIGH LANGUAGE ARTS

Greek Mythological Drama

Course Description

This course presents a background to the Greek theatre through the plays of Aeschylus, Sophocles, Euripides, Aristophanes, and their subsequent influence on the Roman drama of Plautus, Terence, and Seneca. Study of Aristotle's Poetics is applied to the origins of Western drama. Examination of mythological, philosophical, and historical implications of the plays provides a greater understanding of Western literature.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Become acquainted with the outstanding plays and playwrights of the classical period. (1, 2, 3, 5, 7, 8)
2. Become aware of the dramatic literature as it relates to the historical and cultural background of the classical period. (3, 4, 5, 6, 7)
3. Analyze the structure of a play. (4, 5, 6, 8, 9, 10, 11, 13)
4. Demonstrate written and oral expression. (1, 2, 4, 6)
5. Apply classical philosophy to literary expression. (5 - 13)

Learning Outcomes

1.0 Skills Acquisition and Application

1.1 Demonstrate writing skills by:
  a) Describing character.
  b) Taking notes on the history and culture of the period.
  c) Practicing writing skills in connection to the content.

1.2 Demonstrate reading skills by:
  a) Identifying the elements of a play: setting, character, plot, and theme.
  b) Identifying the central symbols and conflicts in the play and the relationship between them.
  c) Identifying the theme.
  d) Demonstrating mastery of the mechanics of play reading.
  e) Comprehending the terminology of classical drama, such as dialogue, chorus, strophe, antistrophe, and epode.
  f) Recognizing the relationship of the drama to its historical period.

1.3 Demonstrate speaking skills by:
  a) Describing character orally.
  b) Participating in class discussions.

1.4 Demonstrate listening/observing skills by:
  a) Taking notes on the history and culture of the period.
  b) Comprehending the terminology of classical drama, such as dialogue, chorus, strophe, antistrophe and epode.

2.0 Use of Recources

The students shall

2.1 Understand footnotes in regard to the translations and interpretations of the works.

2.2 Investigate the library and media for historical and cultural background.

3.0 Critical Thinking

The students shall

3.1 Discern the abstract subject matter of the drama.

3.2 Analyze the motivations of characters.

3.3 Describe the staging of the play to visualize the impact of each scene.

3.4 Recognize the role of fate, mythology, and religion in the plays.

3.5 Apply the principles in Aristotle's Poetics to the structure of the plays.

3.6 Discern the influence of the Greek plays on the Roman plays.

3.7 Distinguish between comedy and tragedy.

3.8 Compare and contrast the works of different playwrights.

3.9 Recognize the elements of the physical theater and their importance to the physical setting of the time.

4.0 Creative Expression and Response

The students shall

4.1 Apply research to class presentations.

4.2 Express creativity through projects.

4.3 Respond imaginatively to plays studied.

5.0 Attitude Building

The students shall

5.1 Appreciate the influence of the classical structure and themes to all of Western literature.

5.2 Perceive drama as a communicative experience.

5.3 Perceive character motivation as applied to human behavior.

SENIOR HIGH LANGUAGE ARTS

The Old Testament as History and Literature

Course Description

This course presents the Old Testament as a cornerstone of Western Civilization. The importance of this single volume is stressed as it relates to literary, historical, social, and ethical perspectives. Archeological and historical documentation is inherent in the program.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate an ability to read, write, listen, and speak related to the elements of fiction. (1, 2)
2. Utilize resources for research related to Biblical analysis. (5, 7)
3. Refine skills of critical thinking, analysis, and interpretation. (5, 7, 8, 9, 11, 13)
4. Write creatively, using language and style appropriate to the topic. (6, 7, 8, 9, 10, 11, 12, 13)
5. Develop not only an awareness of the Old Testament material, but also a perception of the integration of its philosophies and ideologies as they are reflected in the Old World of ideas and literature. (3, 5, 6, 7, 8, 9, 10, 11, 12, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Taking useful notes from lectures.
  b) Taking essay examinations.

1.2 Demonstrate reading skills by understanding and comprehending the King James translation through selected readings.

1.3 Demonstrate listening/observing skills by understanding lectures.

2.0 Use of Resources

The students shall

2.1 Explore and investigate Biblical criticism.

2.2 Conduct research preparatory to writing a research paper. (MLA Form)

3.0 Critical Thinking

The students shall

3.1 Analyze the philosophies and ideologies that are inherent in the *Old Testament*.

3.2 Evaluate literary forms, such as the allegory and the parable.

4.0 Creative Expression and Response

The students shall

4.1 Transfer the written word into creative projects.

4.2 Demonstrate creative thinking in classroom discussion.

5.0 Attitude Building

The students shall

5.1 Develop an awareness and appreciation of the ideologies of the *Old Testament*.

5.2 Develop an appreciation for the historical significance of the *Old Testament*.

5.3 Appreciate the beauty of the English language as found in the King James translation.

SENIOR HIGH LANGUAGE ARTS

Biblical Literature

Course Description

Knowledge of the Bible is profitable for an understanding of Western culture; therefore, the Bible is studied as a source in understanding the ethics, history, and literature of the Western world. The literature of the Bible is grouped into selected genres or themes which are studied for their special beauty and impact on culture. Additional emphasis is given to characters and allusions as they contribute to an understanding of literature, art, and music.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate an understanding of Elizabethan English, and characteristics of Hebrew literature such as repetition, parallelism, and symmetry. (1, 2, 4)
2. Use the library as a source for gathering and organizing material for projects and papers of analysis. (5, 7)
3. Analyze, interpret, and evaluate Biblical passages as reflected in art and music. (5, 8, 11, 13)
4. Participate in creative projects. (6, 8, 9, 12, 13)
5. Appreciate the heritage, beauty, and wisdom of the Bible, developing a tolerance for varied religious beliefs. (3, 8-13)

Learning Outcomes

1.0 Skills Acquisition and Application

1.1 Demonstrate writing skills by:
   a) Taking accurate notes based upon listening.
   b) Analyzing Elizabethan English literature and style.
   c) Taking tests.
   d) Detecting differences in Biblical passages.

1.2 Demonstrate reading skills by:
   a) Studying selected course materials.
   b) Interpreting selected passages of the Bible.

1.3 Demonstrate speaking skills by:
   a) Reciting selected passages.
   b) Orally responding to selected Biblical passages.

1.4 Demonstrate listening/observing skills by:
   a) Participating in class discussion.
   b) Paying attention to class lectures.

2.0 Use of Resources

The students shall

2.1 Locate books of the Bible as needed for reference.

2.2 Use such materials as Schwann's catalog and *Encyclopedia of Western Art* as needed for the study of special assignments in art and music.

2.3 Use maps to clarify the historical setting of Biblical narratives.

3.0 Creative Thinking

The students shall

3.1 Interpret selected passages from the Bible orally.

3.2 Demonstrate critical thinking by writing essay exams.

4.0 Creative Expression and Response

The students shall

4.1 Respond to Biblical stories with original music, art, and written projects, such as poetry, proverbs, drama, and media.

5.0 Attitude Building

The students shall

5.1 Cooperate in group projects.

5.2 Appreciate the literary and cultural heritage of the Bible in the contemporary world.

5.3 Enjoy the Bible through reading, viewing of art slides, and listening to musical composition.

5.4 Respect opinions and interpretations of others.

SENIOR HIGH LANGUAGE ARTS

Philosophical Thought in Literature

Course Description

This course introduces students to the nature of philosophical thinking and to various methods of philosophical inquiry. Students examine the origins and development of philosophy among the ancient Greeks and, subsequently, investigate certain problems dealt with by selected medieval and modern thinkers. Students learn techniques of shared inquiry and discussion and write short papers on ideas studied.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Read, discuss, and write about representative works of philosophical thought from the Greeks to the present. (1, 2, 4, 5, 6, 7, 8)
2. Utilize school and community resources to become aware of the importance of tradition and inquiry in Western culture from the earliest times to the present. (5, 7)
3. Analyze reading of selected texts and apply reasoning processes to contemporary issues. (5, 7, 9, 13)
4. Expand the limits of individual thinking to both philosophical problems and their solutions. (3, 5, 6, 9, 10, 11, 13)
5. Appreciate personal contributions and respect those of others. (3, 5, 6, 8, 9, 10, 11, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Writing accurate summaries of closely-reasoned texts.
  b) Using material read as basis for written work in both essays and fiction.
  c) Gathering information in note form from class lectures and library resources.

1.2 Demonstrate reading skills by recognizing the distinctive approaches of ancient, medieval, and modern thinkers to significant problems, through the examination of selected literature.

1.3 Demonstrate speaking skills by:
  a) Discussing how to set forth and criticize ideas.
  b) Participating constructively in class discussions.

1.4 Demonstrate listening/observing skills by listening carefully and comprehensively to lectures and discussions.

2.0 Use of Resources

The students shall

2.1 Utilize class lectures and discussions to develop analysis and interpretation of concepts explored.

2.2 Refer to the library for supplemental material to aid in comprehension of ideas presented.

2.3 Explore the opinions, insights, and questions of others in examining given topics.

3.0 Critical Thinking

The students shall

3.1 Analyze closely-reasoned texts.

3.2 Identify the assumptions underlying expressed opinions.

3.3 Evaluate the soundness of thought encountered in themselves, in their contemporaries, and in the authors read in the course.

4.0 Creative Expression and Response

The students shall

4.1 Participate individually and constructively in all approaches used to acquaint them with course content.

5.0 Attitude Building

The students shall

5.1 Respect the integrity and importance of ideas.

5.2 Respect the rights of others to their own opinions while helping them to clarify their thinking.

5.3 Appreciate man's continuing attempts to understand himself and the world.

SENIOR HIGH LANGUAGE ARTS

Satire

Course Description

This course is designed to introduce students to the characteristics and techniques of satire as a literary genre. Readings will range from the classical models of Aristophanes to modern counterparts. Students are given an opportunity to create written and visual projects using satire.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Arrive at a definition of satire based upon wide reading of satirical works. (1, 2, 4, 5, 8, 9, 10, 13)
2. Utilize school and community resources to further understanding of satire. (2, 7)
3. Analyze and interpret satire and irony in a piece of literature. (1, 2, 9, 13)
4. Develop creative projects that demonstrate an understanding of the subject matter.
5. Learn to appreciate good literature and develop a sense of responsibility and respect for the contributions of others. (3, 6, 9, 10, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Critically analyzing a satire.
  b) Summarizing various satirical works.
  c) Writing an original satire for class presentation.

1.2 Demonstrate reading skills by:
  a) Reading and analyzing satirical works.
  b) Summarizing content of assigned readings.
  c) Becoming familiar with new vocabulary including unique satirical phrasings.

1.3 Demonstrate speaking skills by:
  a) Discussing literature.
  b) Refining self expression through class presentation.
  c) Using oral projects to show the effect of satire.

1.4 Demonstrate listening/observing skills by:
  a) Understanding that each piece of satire contains a point of reform.
  b) Identifying satirical elements in literature.
  c) Sharing different points of view in small group discussions.
  d) Using visual media in preparing satirical projects.

2.0 Use of Resources

The students shall

2.1 Explore various kinds of satire in written and other media forms.

2.2 Investigate library and community resources.

2.3 Prepare a paper of critical analysis of a work of satire by using sources of literary criticism.

2.4 Utilize various media to prepare a satirical project.

2.5 Apply proper footnoting and bibliography form to research papers.

3.0 Critical Thinking

The students shall

3.1 Identify the targets of satire.

3.2 Recognize and distinguish between three basic classes of satire (monologue, parody, and narrative).

3.3 Distinguish between the Horatian and Juvenalian modes of satire.

3.4 Determine to what extent a work may be considered satire.

3.5 Analyze the techniques used in a particular satire.

3.6 Define satire in terms of form, content, and tone.

3.7 Compare selections with regard to purpose and technique.

3.8 Evaluate personal work and that of other class members.

4.0 Creative Expression and Response

The students shall

4.1 Create an original project, such as parody or satire, and present it to the class.

4.2 Examine personal writing style for liveliness and forcefulness.

4.3 Make personal interpretations of the readings.

5.0 Attitude Building

The students shall

5.1 Realize the pleasure derived from reading satire.

5.2 Appreciate the subtleties in satire.

5.3 Develop a respect for the contributions of others.

5.4 Attain a sense of pride in personal work.

5.5 Take responsibility for completing assignments on time.

SENIOR HIGH LANGUAGE ARTS

Contemporary Drama

Course Description

This course provides a study of vital, significant plays which possess both historical and literary significance. Along with representative plays, the students explore the development of modern theatre and lives of outstanding playwrights. The plays studied are selected not only because they are landmarks of contemporary Western literature, but also because they represent quality theatre.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Demonstrate an ability to analyze the structure of a play. (1, 2, 4)
2. Investigate various reference sources available. (4, 5, 7)
3. Demonstrate a capacity to interpret the playwright's theme and its application to real life. (4, 5, 7, 8-13)
4. Integrate understanding of contemporary drama and creativity in presentation of projects. (3-13)
5. Develop an appreciation for dramatic literature as a mirror of life. (3, 5-13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Describing characters by what they do, what they say, and what others say about them.
   b) Stating conflict, resolution, and theme.
   c) Answering questions.
   d) Formulating reactions using specific examples from materials read.

1.2 Demonstrate reading skills by:
  - a) Visualizing settings in terms of place, period, time of year and day, background of characters, and degree of realism.
  - b) Discovering literary criticism that is applicable to the dramatist.
  - c) Discovering and recognizing many contemporary playwrights.
  - d) Reporting on plays read outside of class.
  - e) Summarizing

1.3 Demonstrate speaking skills by:
  - a) Describing characters.
  - b) Verbalizing theme.
  - c) Developing aural awareness through reading plays aloud.
  - d) Participating in group discussions.
  - e) Expressing interpretations.

1.4 Demonstrate listening/observing skills by:
  - a) Developing awareness of the aural nature of drama.
  - b) Participating in group discussions.
  - c) Taking notes on lectures and audio-visual materials.

2.0 Use of Resources

The students shall

2.1 Investigate and use library reference sources relevant to biography and criticism.

2.2 Incorporate media and library references in making a presentation on a playwright's life and work.

2.3 Explore the developments of the physical theatre, such as sets, lighting, and costume.

3.0 Critical Thinking

The students shall

3.1 Comprehend the influence of history on the development of the contemporary Western theatre.

3.2 Distinguish the types of drama: tragedy, comedy, drama, melodrama, farce, and musical comedy.

3.3 Differentiate among styles in playwriting and scene design, such as realism, naturalism, impressionism, romanticism, constructivism, formalism, stylization, fantasy, expressionism, symbolism, and absurdism.

3.4 Select significant quotations from plays and critical essays that represent the author's intent.

3.5 Detect the effect of production aspects upon the presentation of a play.

3.6 Develop a perception and understanding of human behavior through character analysis.

3.7 Develop a heightened awareness of the relationship between problems and solutions in plays and in their own lives.

3.8 Recognize the literary works as reflections of the playwrights' lives and times.

3.9 Demonstrate the ability to evaluate the literary merit of a play.

4.0 Creative Expression and Response

The students shall

4.1 Apply research, critical thinking skills, and their own talents to presentation of a project.

4.2 Experience the different roles in group discussions.

5.0 Attitude Building

The students shall

5.1 Demonstrate an awareness of the drama as a communicative experience.

5.2 Realize that drama is meant to be performed rather than read silently.

5.3 Cooperate and share responsibility for group efforts.

5.4 Perceive that drama is a representation of life arranged in an artistic form.

5.5 Recognize the theatre as an avenue of culture, education, and entertainment.

SENIOR HIGH LANGUAGE ARTS

Advanced Placement English

Course Description

Advanced Placement English is a one-year college-level course, for which college credit may be received. The content emphasizes in-depth analysis of challenging literary works both in discussion and composition. Students practice critical and reflective thinking in their examination of literature as art.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Show perception in examination of literary works using both oral and written expression. (1, 2, 4)
2. Locate and use library resources to achieve academic and personal goals. (5, 7)
3. Analyze elements of literature. (5, 8, 11)
4. Experiment in the creative arts as a response to literature. (8, 9)
5. Appreciate models of literary excellence. (3, 8, 9, 10, 11, 12, 13)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Analyzing the chief characteristics of the major genres, such as the short story, the novel, the drama, the essay, and poetry.
  b) Writing critical essays based on the reading.
  c) Refining individual writing styles.

1.2 Demonstrate reading skills by:
  a) Interpreting the underlying meanings of literature.
  b) Understanding how context determines the meanings of words.
  c) Identifying such elements as the tone, style, point of view, and characterization of literary works.

1.3 Demonstrate speaking skills by:
   a) Asking and answering relevant questions about the literature.
   b) Taking part in large and small group discussion.
   c) Interpreting literature orally.

1.4 Demonstrate listening/observing skills by:
   a) Taking notes on lectures.
   b) Sharing different points of view in small group discussions.

2.0 Use of Resources

The students shall

2.1 Learn to use selected bibliographic sources.

2.2 Utilize community resources, such as local authors, professors, and the university library.

3.0 Critical Thinking

The students shall

3.1 Analyze the philosophical statements and values related to the themes of literature and/or the characters in literature.

3.2 Examine thematic relationships through contrast and comparison of different works.

3.3 Analyze style, themes, motifs, settings, symbolism, tone, and conventions in several kinds of literature.

3.4 Compare authors' treatments of subject matter.

3.5 Explicate poetry.

3.6 Recognize the impact of diction in poetry and prose.

3.7 Study satire for style and social commentary.

4.0 Creative Expression and Response

The students shall

4.1 Develop projects which reflect an understanding of the literature.

4.2 Cultivate a personalized writing style.

5.0 Attitude Building

The students shall

5.1 Learn to appreciate and enjoy good literature.

5.2 Recognize the difficulties and rewards of intellectual pursuit.

5.3 Recognize the significance of philosophy as an organized discipline.

5.4 Clarify their own thinking by understanding and appreciating literature.

SENIOR HIGH LANGUAGE ARTS

Humanities

Course Description

This course is designed to present a living experience in the fine arts of music, literature and visual arts. Recognition of famous works of literature, art, and music will be only one step in the direction of analysis, awareness of style and form, and appreciation of traditional and contemporary works. Each student will select a theme to be used in an individual project related to all three of the arts. Although the instructor will present examples, emphasis is placed on individual student investigation and ingenuity.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Read, write, and discuss ideas related to the integrated study of the fine arts.
2. Use the library and community artists as resources.
3. Develop aural and visual literacy through analysis of the style peculiar to authors, playwrights, artists and composers.
4. Demonstrate a knowledge of Western Culture by preparing an original project which synthesizes student selected works to illustrate a theme.
5. Appreciate the need for art, music, and literature as integral to a total human experience.

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Comparing and contrasting a common theme in movies, art and literature.

  b) Analyzing artists' styles.
  c) Recording lecture, research, and discussion notes in a notebook.
  d) Describing models of contemporary music, art, and literature.

1.2 Demonstrate reading skills by:
  a) Understanding information about specific authors, playwrights, and composers.
  b) Detecting common artistic styles.
  c) Tracing the "arts" chronologically.
  d) Identifying literary/artistic/musical models.

1.3 Demonstrate speaking skills by:
  a) Presenting a project on one or more artists.
  b) Discussing the elements of fiction in novels.
  c) Sharing ideas on culture.
  d) Discussing artistic styles and periods.

1.4 Demonstrate listening/observing skills by:
  a) Perceiving the evolution of music.
  b) Perceiving the artistic periods chronologically.
  c) Visualizing their own heritage.

2.0 Use of Resources

The students shall

2.1 Utilize the library as a resource for independent study.

2.2 Seek information from community resources, such as museums and speakers.

2.3 Refer to bibliographies as sources of information.

3.0 Critical Thinking

The students shall

3.1 Evaluate form and style of literature.

3.2 Analyze art and music elements.

3.3 Discern stated themes and symbols in the arts.

3.4 Interpret art works in context of their milieu.

4.0 Creative Expression and Response

The students shall

4.1 Express a personal understanding of a period, a theme, or an artist through a self-directed project.

4.2 Synthesize selected works into an original visual and/or aural presentation.

5.0 Attitude Building

The students shall

5.1 Respect the wide realm of world culture.

5.2 Develop a respect for the contributions of various cultures.

5.3 Discover a life-long inquisitiveness.

5.4 Appreciate the fine arts.

SENIOR HIGH LANGUAGE ARTS

American Studies - Basic 1

Course Description

This course acquaints the students with American culture, including the history of the people as reflected in their music, art, architecture, literature, and popular culture. Contrasts and comparisons of historical periods, literary themes, political philosophies and cultural develelopments are explored. The students develop the ability to analyze information from various media as well as to practice basic expository writing and reading skills by paraphrasing difficult things they read and imitating the sentence and paragraph patterns they find in these readings. This course examines the roots of today's cultures, beginning with exploration and colonization and continuing throughout the 19th century.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Acquire skills in reading, writing, thinking, listening, viewing, and speaking. (1,2,4,5)
2. Demonstrate an ability to use and interpret print and nonprint resources. (5,7,8,9,12)
3. Demonstrate skills in the critical thinking process. (7,8,9,10,11,13)
4. Employ skills in creative expression. (4,5,6,7,8,9,12,13)
5. Appreciate and analyze the fabric of American life in its parts and in its totality. (4,5,7,9,10,11,12)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
    a) Organizing and taking notes.

- b) Analyzing selected aspects of American literature.
- c) Analyzing graphics.
- d) Taking notes and accomplishing directed assignments.
- e) Employing mechanical correctness.
- f) Writing interpretations of various resources.
- g) Using various types of paragraph development such as definition, comparison, analysis.
- h) Practicing basic research techniques.

1.2 Demonstrate reading skills by:
- a) Paraphrasing difficult passages from their readings.
- b) Relating characteristics of the period to the literature of that period.
- c) Recognizing characteristics of various literary genres.
- d) Comprehending specialized vocabulary of individual authors.
- e) Recognizing patterns of organization used by various authors.
- f) Locating information in textbooks, library resources, and supplementary reading.

1.3 Demonstrate speaking skills by:
- a) Participating in group discussion.
- b) Organizing and presenting oral reports.

1.4 Demonstrate listening/observing skills by:
- a) Using media presentations as a source of information.
- b) Taking notes from media presentations.

2.0 Use of Resources

The students shall

2.1 Use and interpret a variety of print resources such as textbooks, general encyclopedias, specialized resources, and periodicals.

2.2 Use and interpret a variety of non-print resources such as resource people, media and environment.

3.0 Critical Thinking

The students shall

3.1 Employ critical thinking skills for:
- a) Interpreting
- b) Analyzing
- c) Synthesizing
- d) Generalizing
- e) Evaluating
- f) Thinking creatively
- g) Problem-solving
- h) Decision-making in critically analyzing our American culture

4.0 Creative Expresion and Response

The students shall

4.1 Devise creative projects and/or presentations that reflect understanding of material studied.

4.2 Synthesize materials to substantiate a concept or theme.

4.3 Blend their own ideas with the writing forms given to them.

5.0 Attitude Building

The students shall

5.1 Examine personal beliefs and values and give examples of how the American past has been influential in shaping those personal values.

5.2 Appreciate the literary and cultural significance of major American works.

SENIOR HIGH LANGUAGE ARTS

American Studies - Basic 2

Course Description

This course is a continuation of the skills and concepts taught in American Studies - Basic 1. Students continue to explore American culture through music, art, architecture, literature, and popular culture. The course concentrates on the 20th century.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Acquire skills in reading, writing, thinking, listening, viewing, and speaking. (1,2,4,5)
2. Demonstrate an ability to use and interpret print and non-print resources. (5,7,8,9,12)
3. Demonstrate skills in the critical thinking process. (7,8,9,10,11,13)
4. Employ skills in creative expression. (4,5,6,7,8,9,12,13)
5. Appreciate and analyze the fabric of American life in its parts and in its totality. (4,5,7,9,10,11,12)

Learning Outcomes

1.0 Skills Acquisition and Application

The student shall

- 1.1 Demonstrate writing skills by:
  - a) Organizing and taking notes.
  - b) Analyzing selected aspects of American literature.
  - c) Analyzing graphics.
  - d) Taking notes and accomplishing directed assignments.
  - e) Employing mechanical correctness.
  - f) Writing interpretations of various resources.
  - g) Using various types of paragraph development such as definition, comparison, analysis.
  - h) Practicing basic research techniques.

1.2 Demonstrate reading skills by:
  a) Paraphrasing difficult passages from their readings.
  b) Relating characteristics of the period to the literature of that period.
  c) Recognizing characteristics of various literary genres.
  d) Comprehending specialized vocabulary of individual authors.
  e) Recognizing patterns of organization used by various authors.
  f) Locating information in textbooks, library resources, and supplementary reading.

1.3 Demonstrate speaking skills by:
  a) Participating in group discussion.
  b) Organizing and presenting oral reports.

1.4 Demonstrate listening/observing skills by:
  a) Using media presentations as a source of information.
  b) Taking notes from media presentations.

2.0 Use of Resources

The students shall

2.1 Use and interpret a variety of print resources such as textbooks, general encyclopedias, specialized resources, and periodicals.

2.2 Use and interpret a variety of non-print resources such as resource people, media and environment.

3.0 Critical Thinking

The students shall

3.1 Employ critical thinking skills for:
  a) Interpreting
  b) Analyzing
  c) Synthesizing
  d) Generalizing
  e) Evaluating
  f) Thinking creatively
  g) Problem-solving
  h) Decision-making in critically analyzing our American culture

4.0 Creative Expression and Response

The students shall

4.1 Devise creative projects and/or presentations that reflect understanding of material studied.

4.2 Synthesize materials to substantiate a concept or theme.

4.3 Blend their own ideas with the writing forms given to them.

5.0 Attitude Building

The students shall

5.1 Examine personal beliefs and values and give examples of how the American past has been influential in shaping those personal values.

5.2 Appreciate the literary and cultural significance of major American works.

SENIOR HIGH LANGUAGE ARTS

American Studies 1

Course Description

This course acquaints the students with American culture, including the history of the people as reflected in their music, art, architecture, literature, and popular culture. Contrasts and comparisons of historical periods, literary themes, political philosophies, and cultural developments are explored. The students develop the ability to analyze information from various media as well as practice expository writing skills. This course examines the roots of today's cultures, beginning with exploration and colonization and continuing through the 19th century.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Acquire skills in reading, writing, thinking, listening, viewing, and speaking. (1,2,4,5)
2. Demonstrate an ability to use and interpret print and nonprint resources. (5,7,8,9,12)
3. Demonstrate skills in the critical thinking process. (7,8,9,10,11,13)
4. Employ skills in creative expression. (4,5,6,7,8,9,12,13)
5. Appreciate and analyze the fabric of American life in its parts and in its totality. (4,5,7,10,11,12)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Organizing and taking notes.
   b) Writing analyses of selected aspects of American literature.

- c) Writing analyses of graphics.
- d) Taking tests and accomplishing directed assignments.
- e) Employing mechanical correctness.
- f) Writing interpretations of various resources.
- g) Using various types of writing such as essay, research, and creative writing.

1.2 Demonstrate reading skills by:
- a) Relating characteristics of the period to the literature of that period.
- b) Recognizing characteristics of various literary genres.
- c) Comprehending specialized vocabulary of individual authors.
- d) Recognizing patterns of organization used by various authors.
- e) Locating information in textbooks, library resources, and supplementary reading.

1.3 Demonstrate speaking skills by:
- a) Participating in group discussion.
- b) Organizing and presenting oral reports.

1.4 Demonstrate listening/observing skills by:
- a) Using media presentations as a source of information.
- b) Taking notes from media presentations.

2.0 Use of Resources

The students shall

2.1 Use and interpret a variety of print resources such as textbooks, general encyclopedias, specialized resources, and periodicals.

2.2 Use and interpret a variety of non-print resources such as resource people, media and environment.

3.0 Critical Thinking

The students shall

3.1 Employ critical thinking skills for :
- a) Interpreting
- b) Analyzing
- c) Synthesizing
- d) Generalizing
- e) Evaluation
- f) Thinking creatively
- g) Problem-solving
- h) Decision-making in critically analyzing our American culture

4.0 Creative Expression and Response

The students shall

4.1 Devise creative projects and/or presentations that reflect understanding of material studied.

4.2 Synthesize materials to substantiate a concept or theme.

4.3 Blend their own ideas with the writing forms given to them.

5.0 Attitude Building

The students shall

5.1 Examine personal beliefs and values and give examples of how the American past has been influential in shaping those personal values.

5.2 Appreciate the literary and cultural significance of major American works.

SENIOR HIGH LANGUAGE ARTS

American Studies 2

Course Description

This course is a continuation of the skills and concepts taught in American Studies 1. Students continue to explore American culture through music, art, architecture, literature, and popular culture. The course concentrates on the 20th century.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Acquire skills in reading, writing, thinking, listening, viewing, and speaking. (1,2,4,5)
2. Demonstrate an ability to use and interpret print and nonprint resources. (5,7,8,9,12)
3. Demonstrate skills in the critical thinking process. (7,8,9,10,11,13)
4. Employ skills in creative expression. (4,5,6,7,8,9,12,13)
5. Appreciate and analyze the fabric of American life in its parts and in its totality. (4,5,7,9,10,11,12)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
   a) Organizing and taking notes.
   b) Writing analyses of selected aspects of American literature.
   c) Writing analyses of graphics.
   d) Taking tests and accomplishing directed assignments.
   e) Employing mechanical correctness.
   f) Writing interpretations of various resources.
   g) Using various types of writing such as essay, research, and creative writing.

1.2 Demonstrate reading skills by:
   a) Relating characteristics of the period to the literature of that period.
   b) Recognizing characteristics of various literary genres.

- c) Comprehending specialized vocabulary of individual authors.
- d) Recognizing patterns of organization used by various authors.
- e) Location information in textbooks, library resources, and supplementary reading.

1.3 Demonstrate speaking skills by:
- a) Participating in group discussion.
- b) Organizing and presenting oral reports.

1.4 Demonstrate listening/observing skills by:
- a) Using media presentations as a source of information.
- b) Taking notes from media presentations.

2.0 Use of Resources

The students shall

2.1 Use and interpret a variety of print resources such as textbooks, general encyclopedias, specialized resources, and periodicals.

2.2 Use and interpret a variety of non-print resources such such as resource people, media and environment.

3.0 Critical Thinking

The students shall

3.1 Employ critical thinking skills for :
- a) Interpreting
- b) Analyzing
- c) Synthesizing
- d) Generalizing
- e) Evaluation
- f) Thinking creatively
- g) Problem-solving
- h) Decision-making in critically analyzing our American culture

4.0 Creative Expression and Response

The students shall

4.1 Devise creative projects and/or presentations that reflect understanding of material studied.

4.2 Synthesize materials to substantiate a concept or theme.

4.3 Blend their own ideas with the writing forms given to them.

5.0 Attitude Building

The students shall

5.1 Examine personal beliefs and values and give examples of how the American past has been influential in shaping those personal values.

5.2 Appreciate the literary and cultural significance of major American works.

SENIOR HIGH LANGUAGE ARTS

American Studies - Honors 1

Course Description

This course acquaints the students in depth with American culture, including the history of the people as reflected in their music, art architecture, literature and popular culture. For example, the Twenties is historically a period of economic expansion and high optimism. This mood is reflected in the music of the Jazz Age, in novels like F. Scott Fitzgerald's THE GREAT GATSBY, and in art by Georgia O'Keefe and John Marin. The students develop the ability to analyze information from various media as well as to practice advanced expository writing skills. The students frequently work independently on reading,writing, and research assignments. This course examines the roots of today's culture beginning with exploration and colonization and continuing through the 19th century.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Acquire skills in reading, writing, thinking, listening, viewing, and speaking. (1, 2, 4, 5)
2. Demonstrate an ability to use and interpret print and non-print resources. (5, 7, 8, 9, 12)
3. Demonstrate skills in the critical thinking process. (7, 8, 9, 10, 11, 13)
4. Employ skills in creative expression. (4, 5, 6, 7, 8, 9, 12, 13)
5. Appreciate and analyze the fabric of American life in its parts and in its totality. (4, 5, 7, 9, 10, 11, 12)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Organizing and taking notes.
  b) Writing analyses of selected aspects of American literature.
  c) Writing analyses of graphics.
  d) Taking tests and accomplishing directed assignments.
  e) Employing mechanical correctness.
  f) Writing interpretations of various resources.
  g) Using various types of writing such as essay, research, and creative writing.

1.2 Demonstrate reading skills by:
  a) Relating characteristics of the period to the literature of that period.
  b) Recognizing characteristics of various literary genres.
  c) Comprehending specialized vocabulary of individual authors.
  d) Recognizing patterns of organization used by various authors.
  e) Locating information in textbooks, library resources, and supplementary reading.

1.3 Demonstrate speaking skills by:
  a) Participating in group discussion.
  b) Organizing and presenting oral reports.

1.4 Demonstrate listening/observing skills by:
  a) Using media presentations as a source of information.
  b) Taking notes from media presentations.

2.0 Use of Resources

The students shall

2.1 Use and interpret a variety of print resources, such as textbooks, general encyclopedias, specialized resources, and periodicals.

2.2 Use and interpret a variety of non-print resources, such as resource people, media and environment.

3.0 Critical Thinking

The students shall

3.1 Employ critical thinking skills for:
  a) Interpreting

b) Analyzing
c) Synthesizing
d) Generalizing
e) Evaluating
f) Thinking creatively
g) Problem-solving
h) Decision-making in critically analyzing our American culture

4.0 Creative Expression and Response

The students shall

4.1 Devise creative projects and/or presentations that reflect understanding of material studied.

4.2 Synthesize materials to substantiate a concept or theme.

4.3 Blend their own ideas with the writing forms given to them.

5.0 Attitude Building

The students shall

5.1 Examine personal beliefs and values and give examples of how the American past has been influential in shaping those personal values.

5.2 Appreciate the literary and cultural significance of major American works.

SENIOR HIGH LANGUAGE ARTS

American Studies - Honors 2

Course Description

This course is a continuation of the skills and concepts taught in American Studies - Honors 1. Students continue to explore American culture through music, art, architecture, literature, and popular culture. The course concentrates on the 20th century.

Objectives

The following objectives are based upon the general goals of language arts for the district.

The students shall

1. Acquire skills in reading, writing, thinking, listening, viewing, and speaking. (1, 2, 4, 5)
2. Demonstrate an ability to use and interpret print and non-print resources. (5, 7, 8, 9, 12)
3. Demonstrate skills in the critical thinking process. (7, 8, 9, 10, 11, 13)
4. Employ skills in creative expression. (4, 5, 6, 7, 8, 9, 12, 13)
5. Appreciate and analyze the fabric of American life in its parts and in its totality. (4, 5, 7, 9, 10, 11, 12)

Learning Outcomes

1.0 Skills Acquisition and Application

The students shall

1.1 Demonstrate writing skills by:
  a) Organizing and taking notes.
  b) Writing analyses of selected aspects of American literature.
  c) Writing analyses of graphics.
  d) Taking tests and accomplishing directed assignments.
  e) Employing mechanical correctness.
  f) Writing interpretations of various resources.
  g) Using various types of writing such as essay, research and creative writing.

1.2 Demonstrate reading skills by:
  - a) Relating characteristics of the period to the literature of that period.
  - b) Recognizing characteristics of various literary genres.
  - c) Comprehending specialized vocabulary of individual authors.
  - d) Recognizing patterns of organization used by various authors.
  - e) Locating information in textbooks, library resources, and supplementary reading.

1.3 Demonstrate speaking skills by:
  - a) Participating in group discussion.
  - b) Organizing and presenting oral reports.

1.4 Demonstrate listening/observing skills by:
  - a) Using media presentations as a source of information.
  - b) Taking notes from media presentations.

2.0 Use of Resources

The students shall

2.1 Use and interpret a variety of print resources such as textbooks, general encyclopedias, specialized resources, and periodicals.

2.2 Use and interpret a variety of non-print resources such as resource people, media and environment.

3.0 Critical Thinking

The students shall

3.1 Employ critical thinking skills for:
  - a) Interpreting
  - b) Analyzing
  - c) Synthesizing
  - d) Generalizing
  - e) Evaluating
  - f) Thinking creatively
  - g) Problem-solving
  - h) Decision-making in critically analyzing our American culture

4.0 Creative Expression and Response

The students shall

4.1 Devise creative projects and/or presentations that reflect understanding of material studied.

4.2 Synthesize materials to substantiate a concept or theme.

4.3 Blend their own ideas with the writing forms given to them.

5.0 Attitude Building

The students shall

5.1 Examine personal beliefs and values and give examples of how the American past has been influential in shaping those personal values.

5.2 Appreciate the literary and cultural significance of major American works.

INSTRUCTIONAL SERVICES STAFF

Dr. Allen Buckner
Curriculum Specialist

Mr. John Hoback
Curriculum and Instruction Specialist

Dr. Phyllis Perry
Instructional Design Specialist

Mr. Roxy Pestello
Staff Development Specialist

Dr. Bill Swartsfager
Program Development Specialist

Dr. Robert Watford
Program Development Specialist

Dr. Celeste Woodley
Program Development Specialist

Copies of this Goal Directed Approach for Educational Programs may be purchased for $9.00 from:

Boulder Valley School District Re-2J
6500 East Arapahoe
P.O. Box 9011
Boulder, Colorado 80303